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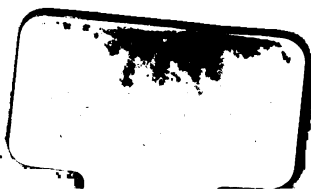
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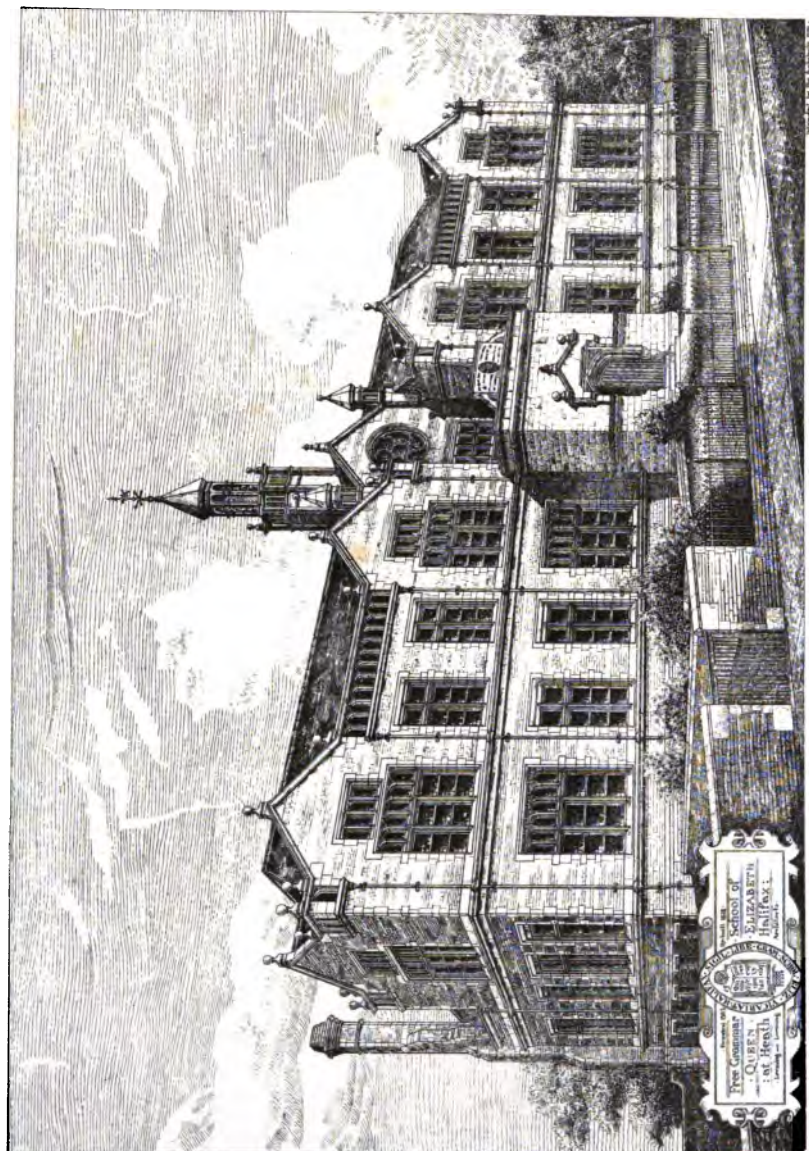
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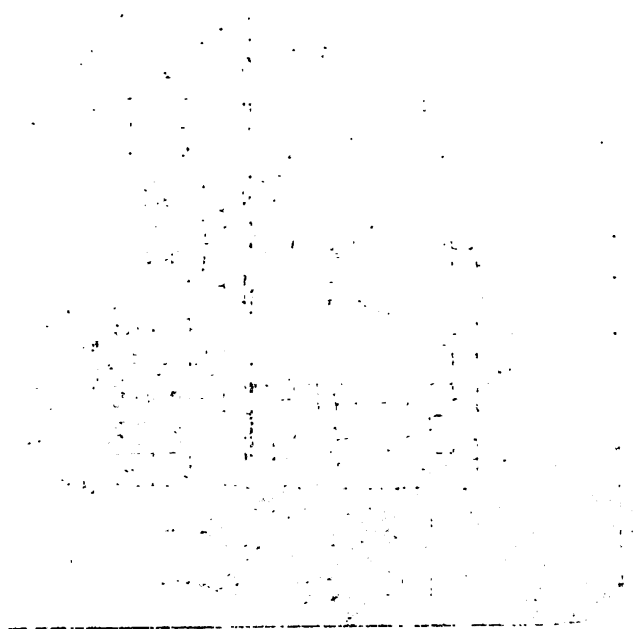
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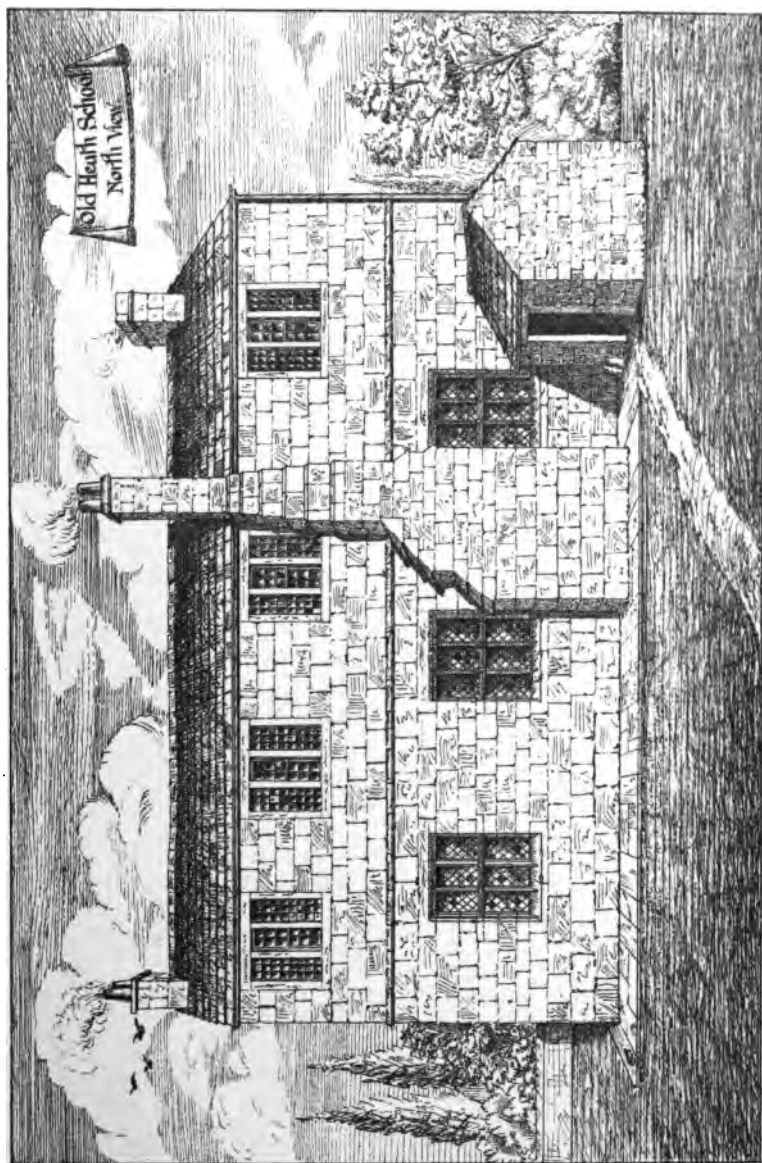




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A POPULAR HISTORY
OF
The Grammar School of Queen Elizabeth,
AT HEATH, NEAR HALIFAX,
BY THOMAS COX, M.A.,
MASTER OF THE SCHOOL.

“Whilest that the childe is young, let him be instructed
in vertue and lytterature”.

(Euphues, by John Lily, about 1580.)

“In tenui labor, at tenuis non gloria”.

(Virgil)

HALIFAX :

F. KING, PRINTER, EXCHANGE BUILDINGS, NORTHGATE.

1879.



To the Memory
of my School Masters,
The Right Reverend FRANCIS JEUNE, D.C.L.,
late Bishop of Peterborough;
The Right Reverend JAMES PRINCE LEE, D.D.,
late Bishop of Manchester;
and To my College Tutors,
The Reverend JOHN HYMERS, D.D.,
now Rector of Brandsburton, Yorkshire;
The Very Reverend Charles Merivale, D.D.,
now Dean of Ely,
I dedicate this little Book,
in gratitude for the many advantages which
I received from them
at School and at College.

THOMAS COX, M.A.

THE CONTENTS OF THIS BOOK.

	PAGE
The preface.	vii-xii.
The List of Subscribers.	xiii-xiv.
Chapter I. Grammar Schools and their Founders....	1.
„ II. The Foundation of Heath School.	7.
„ III. §1. The School Seal. §2. Inscription on the House. §3. Stipend of the Master of a Grammar School. §4. Subscriptions to the Original School.	14.
„ IV. History of the School from 1600 to 1629. . .	18.
„ V. §1. School Hours. §2. School House. §3. Statutes.	22.
„ VI. The History continued to 1728.	24.
„ VII. The Confirmation of the Charter.	31.
„ VIII. The History continued to the present time.	38.
„ IX. The Statutes of the School.	49.
„ X. Additional information about the Masters. . .	59.
„ XI. Lists of Masters, Ushers, and Special Examiners.	80.
„ XII. §1. Celebrated Scholars to 1789. §2. Scholars under Mr. Wilkinson. §3. Complete List of Scholars from 1840 to 1879. §4. Scholars who have graduated since 1840. §5. Scholars who have passed the Oxford and Cambridge Local Examinations since 1861.	83.
„ XIII. The Story of Laurence Sterne.	103.
„ XIV. §1. The Old School. §2. The New School.	109.
„ XV. §1. The early Governors. §2. The Governors under the Charter of 1729. §3. List of Governors from 1584 to 1875. §4. The Governing Body under the New Scheme. . .	115.
„ XVI. On some of the early Subscribers.	129.
„ XVII. Scholarships at the Universities in which the School has an interest.	140.
 The Present Prospectus of the School.	 143.
Corrections and Additions.	145.

PREFACE.

Several years ago I collected for my own information some particulars relating to the History of Heath School, from Watson's History of Halifax, The Parish Church Registers, and Documents belonging to the Governors. As a suitable time was come for putting these together in a readable form, I thought of drawing up a paper to be read at a public opening of the New Buildings. I soon found, however, additional matter to such an extent that I laid aside the notion of a temporary paper, and aspired to be the writer of a permanent book. Then I found, that, if I printed the important documents in full, I should produce something too expensive for the public, and satisfactory only to antiquarians. So I thought that by digesting the information supplied by manuscripts and books I might write a popular history, suitable to the pockets and pleasure of all who cared for the School. But I found it a more difficult task than I expected. There were conclusions to be drawn from imperfect *data*; contradictions to clear up; and often a want of continuity in the history. There had been so little interest taken in the School that scarcely anything was known of the Masters beyond their existence; and, for nearly two hundred years, there was nothing certain of the scholars which they had made. For some seventy or eighty years, even the names of the Governors were wanting; and yet, as they had property to manage, they must have signed documents, though I do not know of any. However, I have carefully gone through the Parish Church Registers, Brearcliffe's MSS.

of his own times, the Governors' Books and Documents, and the Papers which under the name of "Our Local Portfolio" appeared in the Halifax Guardian some twenty years ago. I have also gone through all the books in the Library of the Literary and Philosophical Society which I thought might possibly contribute something to the accuracy of a statement, or even a word or name, though not furnishing a paragraph or supplying a sentence. I have gone over several large volumes more than once, as names forced themselves on my notice which seemed to have no connection with my subject when I first read them. But I must beg pardon of my readers beforehand, if sometimes they find my knowledge inferior to theirs: for, twelve months ago, I was entirely ignorant of the old West Riding families, which happen to be mentioned in this book; and even now I have only such knowledge as a temporary sojourner in their land might get. I must also say, that, where I have had recourse to conjecture, I have honestly reasoned out the matter, and suspended my judgment for months, until I found statements in books to render that conjecture probable, and I have had no one to help me.

I must ask readers to bear in mind that this is a popular account of the School, and therefore documents are out of place. I have nevertheless introduced one or two, for reasons given where they occur. Nor have I gone into details about subscriptions, donations, or legacies; for they are very numerous, and very small in amount in general, and seem as forced as charity often is for the sake of appearances. I have forborne too to dwell on the fact, which surprised me in my researches, that Halifax as a town took very little interest in the School, either in promoting its foundation or in supplying it with scholars. Even when the School flourished most, it seems to have owed its success to foreigners,

not natives; and its very locality near the town was accidental. Still I hope, that, if any interest in the School is aroused by the present publication, all the documents connected with it will some day be given to the world in full (either by private liberality or by public subscription); and I shall be glad to contribute to such a work all the other particulars that this History is based on.

I may add that I have generally preserved the old way of speaking of people, as for instance, John Lacy, though we may now think it too familiar; that I have spelled words as we now spell them, except there is a point in keeping the old form; and that P.R. means "Parish Registers", and L.P. "Our Local Portfolio". I have quoted very few Authorities, because they would take up too much space in a popular Work, so condensed as this.

My readers must not measure the value of the book by the price which I have put upon it; that was fixed low to induce people to buy it; and though I have not got subscribers enough to pay for its publication, I print it because I promised to do so when a certain number of copies had been subscribed for. It has cost me many hundred hours of research, to say nothing of the trouble which I have had in writing over again passages, which I thought contained all the information that could possibly be got when I first wrote them. It has however given me a great deal of pleasure, such as no reader can possibly feel: yet I have endeavoured to write for his satisfaction; and I hope he will not think that he has thrown his money away, nor that the book is smaller than he expected.

I have especially to thank Mr. S. T. Rigge for the loan of several important books; and Mr. Craven, of Clapton Lodge, and Mr. Lister, of Shibden Hall, for some communications relating to Sterne. Mr. C. J. Fox and Mr. Stopford have kindly prepared the drawings for the illustrations, and deserve

thanks both from me and from the readers of the book. I am indebted also to the Governors of the School, and to those of the Waterhouse Charity, for kindly allowing me to search into their documents. The Architects of the New Buildings have also kindly contributed an account of them, and a Photolithograph of the Front as seen from Free School Lane.

Now, I feel that I have an apology to make for the style in which the work is written. After six months research I thought that I had got all the information that I could possibly get; and I tried to put it into a readable shape. As far back as February I wrote the history of the School, and many of the other chapters, feeling a strong dissatisfaction with the result of my labours: but afterwards by going over the ground again I was enabled to glean a few more grains, and, even while the work was passing through the press, I was enabled to clear up some doubts which detracted from the merits of the work. The consequence was that I had to insert words or phrases or even whole sentences, and to alter others, so that in many places I find the flow of the style sadly obstructed. I have likened it myself to what takes place on a rapid stream when the ice breaks up, and huge lumps collect here and odd masses float there to spoil the even tenour of its current. Had I had a sufficient number of subscribers, I would have torn the book to pieces and re-written it; but those who have promised me their support have unfortunately to suffer because so many whom I had hoped to attract have kept themselves aloof from a work, in which I nevertheless believe that they feel an interest.

I will say but a few words in conclusion. First, this School may be called "The School of the three Queens". Its original Charter in 1585 was signed by Elizabeth: the confirmation of the Charter in 1729 was signed by Caroline, the Queen of George II., and its recent Scheme was signed by Victoria.

Secondly, I quote from the original prospectus the sources of this History, and a statement of what I intended to give to the subscribers.

The materials made use of are collected from:—

1. The documents in the Parish Church Registers;
 2. The Registers themselves in reference to births, marriages, and burials;
 - 3.*Brearcliffe's MSS. on matters connected with Halifax, in the early part of the 17th century;
 4. The Sterne correspondence concerning the School from 1725 to 1730;
 5. The various Histories of Halifax;
 6. "Our Local Portfolio," a series of papers, which appeared in the "Halifax Guardian" between 1856 and 1861;
 7. The Minute Books of the Governors of the School.
- Besides these, many books relating to the History of Yorkshire have supplied items of importance.

The Book will not be encumbered with documents, but will consist of information supplied by them, or of inferences drawn from them. It will be illustrated by engravings of the old and new buildings, and some other objects of interest. It will also contain Lists of the Masters and Governors from the earliest time, and of all the pupils since 1840, and of some other earlier ones.

Thirdly, I quote a passage from the Life of a celebrated Critic, Gilbert Wakefield, which I have but recently seen, respecting the advantages of such Schools as that at Heath.

* This compilation, which was once in the Parish Church Library, and is now in the keeping of the Waterhouse Charity Trustees, was made by John Brearcliffe, an Apothecary in Halifax, who was the son of Edmond Brearcliffe, Parish Clerk in Dr. Favour's time. He died December 4th, 1682, aged 63. Caution is necessary in the use of the work. I have found about sixteen mistakes in those parts, with which I have had to do.

He says that it is in the Preface to Plutarch's Treatise on Education by Dr. Edwards. "I am so far from lamenting the years, which are usually passed in a Grammar School, that I consider them, *if well employed*, as the most important period of life. The peculiar exercise of the understanding, which is requisite to investigate and ascertain the precise meaning of an ancient author, is the best, if not the only method of training up the juvenile mind to form just conclusions on more momentous subjects. If, on the other hand, boys are permitted or encouraged to wander from one pursuit to another, and to remain satisfied with a superficial knowledge of each; we shall in vain look forward to those mature fruits, without which it will be impossible to establish a character".

Halifax,

Oct. 31st, 1879.

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(C.)—A, with four Photographs of Masters and some additional Illustrations, price 6s. 6d.

(D.)—C, with the two Lectures attached, price 7s. 6d.

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CHAPTER I.

GRAMMAR SCHOOLS AND THEIR FOUNDERS.

SHORTLY after the beginning of the reign of Henry the Eighth, Richard Pace* the King's chief Secretary, was present, as he tells us, at a feast where there were many guests, and a conversation was carried on about the best way of educating children. A gentleman, who was present, fell into a great rage at the praise bestowed on learning. "What nonsense!", said he, "a curse on your learning! Your learned men are all beggars. Why, Zounds, I had rather my son were hanged than become a student! Learning be left to peasants' sons!" Pace, who was unknown to him, with a gentle reproof told him that the King's service would require better men than fowlers and hunters; but fowling and hunting was all that many then cared for; and the King's service had to be carried on by ecclesiastics rather than laymen. But what a change had come over the country before that century came to an end! Such an effect was produced by the establishment of Grammar Schools that

* Richard Pace held a Prebendal Stall in York Minster in 1514, became Archdeacon of Dorset in the same year, and Dean of St. Paul's in 1519. He held several other preferments. He was a friend of the celebrated Erasmus. He wrote a work on the Advantages of Learning. It is *possible* that he is the same Richard Pace as was Rector of Barwick-in-Elmet, the resignation of which living by a Richard Pace took place in the year when Richard Pace became Dean of St. Paul's.

peasants' sons had it in their power to rise to the highest offices in Church and State, and men of birth were forced to adopt a different tone to recommend them to their Sovereign. By degrees laymen became educated, and, leaving the ecclesiastical rewards to peasants' sons, fitted themselves for civil employments†; but the learning of Grammar Schools was still useful for what were called the Three learned Professions, Divinity, Law, and Physic; and they did the country good service for many generations. At length however the supply exceeded the demand, and with the lack of competent scholars the teachers became in many instances careless, and such schools lost their repute. In 1562, the Speaker of the House of Commons in an address to the Queen took notice of the want of schools; a hundred were wanting which before that time had been; there was a decay of learning to the dishonour both of God and the commonwealth; the people were trained up and led in blindness for want of instruction, and became obstinate; he therefore advised that this should be seen to. And seen to it was, and in good earnest; but not so much by the Authorities as by local exertions. But there was a shortsightedness, though not altogether to be blamed; it was due to want of experience as to what was really needed; and zeal ran riot. The zealous founders of Grammar Schools had thought, that, being in advance of the age, the age would

† W. Harrison in 1577 writes of the Courtiers of Queen Elizabeth:—"There are very few of them, which have not the use and skill of sundry speeches, besides an excellent vein of writing beforetime not regarded.... Truly it is a rare thing with us now, to hear of a courtier which hath but his own language." Sir Philip Sidney, writing to his brother Robert in 1580, recommends him to read for practical use the Greek Historians Herodotus, Thucydides, Xenophon, and Diodorus, and the Roman Historians Livy and Tacitus: and "to take delight in the Mathematics" *i. e.*, in Mathematics, as we should now say. Robert was at this time travelling in Germany with a Tutor "Master Savell"; I wonder whether this was one of our Saviles. Sir H. Savile, fellow of Merton, was abroad in 1578, &c. Thomas Savile, his brother, was abroad about 1580.

never overtake them, and what was best for the present need would be good for all future time. Such schools had no power of adapting themselves to altered circumstances, and in the long run thousands of pounds were wasted which might have been turned to good account. Even in the reign of James I. the celebrated Bacon thought that too many Grammar Schools had been founded, yet their number has been greatly increased since his time. Within the present century (though not for peasants' sons or those of limited means) Proprietary Schools have been established in great numbers and on a large scale after the fashion of the old Grammar Schools. This too is a disadvantage to the community in some respects: the good leaven of gentility, which leavened the whole lump in days gone by, has been withdrawn, and the comparatively poor have no example set before them to lift them upwards, so that the gulf between class and class widens.

Let us now look a little to the origin of Grammar Schools. The charter of Heath School states the object of the School to be "for the bringing up teaching and instructing of children and youth in Grammar and other good learning". If we refer to contemporary accounts, we find that Grammar* was confined chiefly to elementary Latin and Greek, so far as to enable students at the University to fit themselves for the Trivium, or threefold course of study required for all Graduates, which consisted of Grammar, Rhetoric, and Logic; whence these schools were often called Trivial schools.† The

* Brinsley's *Ludus Literarius*, published in 1612, says "Such only should be sent to the Universities who....in a love of learning will begin to take pains of themselves, having attained in some sort the former parts of learning; being good Grammarians at least, able to understand, write, and speak Latin in good sort." "Grammar" embraced a good deal, for a Candidate for the B. A. degree was said "to commence in Grammar."

† "It is a trivial Grammar School Text." *Bacon's Essays*, XII.

Quadrivium, or fourfold course, consisted of Arithmetic, Music, Geometry, and Astronomy†. Grammar Schools then had to fit a man especially for Speaking and Reasoning, and for acquiring all knowledge that could be gained from a study of the best Classical Authors of Rome and Greece, and this was considered so essential, that Degrees in Divinity, Law, and Physic, were only granted to those who had mastered the Trivium, or had graduated in Arts, as it was termed. Next, the phrase "good learning" has to be interpreted in reference to the usage of the times. It was pure classical Literature as opposed to the Scholastic learning, which before the sixteenth century formed the basis of the University Course. We find such language as this used of the Universities: "Nothing was known there but Latin, and that in the most depraved style of the Schoolmen": "in process of time good letters were brought in, and some knowledge of the Mathematics."

In times antecedent to the Reformation Free Grammar Schools had been founded, (1) in connection with Religious Establishments, as Cathedrals and Collegiate Churches; (2) in combination with Chancies; (3) by Trade-guilds; and (4) by Individuals, whether Ecclesiastics or Laymen. After the confiscation of Ecclesiastical estates by the Crown, most of these schools were ruined; but as the country suffered in consequence, many were after the lapse of a few years brought into existence again and endowed by the Crown on petition of the inhabitants of the parish in which there had formerly been a school; others were founded by Gentlemen who had been successful in their trade or profession; and some by those whose estates had been increased by the

† A Poem written about 1480 says "Clerkis that the VII artez cunne," i. e., Clerks that know the seven arts.

acquisition of Church lands. In the reigns of Edward, Mary, Elizabeth, a very large number of Schools received Charters by these means. The Report of the Schools Inquiry Commission mentions 63 in the reign of Henry VIII, 51 under Edward VI, 19 from Mary, and 138 from Elizabeth. But the School of Heath, near Halifax, differs in its foundation from nearly all the others throughout the country; for on enquiry it will be found that it had no endowment from the Crown, nor any private endowment from an individual or individuals, when its Charter was obtained. It is charitable to suppose that it was started in hope by its promoters; and fifteen years elapsed from the date of the Charter before a Master was appointed, so little interest did the people in general take in its foundation. The Charter makes Queen Elizabeth speak of "the humble suit made unto us by the inhabitants of the parish and vicarage of Halifax", but that seems to refer only to the twelve mentioned in it as the Governors, who were formally the inhabitants. Of these twelve, three (John Lacy of Brearley; John Savile of Bradley; and Brian Thornhill of Fixby;) are described as Esquires, one (Francis Ashburn, Vicar of Halifax) as Clerk; two (Henry Savile of Blaidroyd, and Henry Farrar of Ewood) as Gentlemen; and the remaining five (William Deane of Exley, Robert Wade of Sowerby, John Deane of Deanehouse, Anthony Hirst of Greetland, George Firth of Firthhouse, and John Hanson of Woodhouse,) as Yeomen. Not one of these besides the Vicar resided in the Township of Halifax, and some of them four or five miles off; nor do we know that more than three were ever connected with a University, the Vicar and the two Saviles. It would be interesting to know what suggested the idea of a Grammar School to them, and who was the prime mover in realising it.

But it seems to me that the origin of the School was due to the Savile family.* Several of them had been or were at the time members of the University of Oxford, and two at least distinguished themselves in learning. Several of the first Governors, as Lacy, Thornhill, Hanson, were connected with the Saviles by marriage; Ashburn, Farrer, and John Deane, had married into the Lacy family; three others are mentioned as executors in wills in connection with the Hansons and Saviles. The connection of the Governors then with the Saviles seems very clear. If we look at their places of abode, we find Lacy, Hanson, Thornhill, William Deane, Hirst, and Firth, residing in the neighbourhood of John Savile, and John Deane and Wade close neighbours of Farrer. These may be said to represent the valley of the Calder, and were away from the town of Halifax, Ashburn alone seeming to represent Halifax, and he not connected with it by birth.†

* "Since your father's time (Sir John Savile) no man hath done so much in the School affairs as myself" says Dr. Favour in 1618, to Sir H. Savile. (L.P. No. LIII.)

† An examination of the names of the principal subscribers in both of Dr. Favour's Subscription Lists points to the same conclusion. See Chap. XIV, §1, and Chap. XVI.

CHAPTER II.

THE FOUNDATION OF HEATH SCHOOL.

AS to the time when the promoters of the School determined to apply for a Charter, we know nothing. John Savile was at Oxford in 1561, and some time after: he then became a barrister, residing for the most part at the Temple in London, and not spending much time in Yorkshire. He could pay but little attention to the matter. The petition for the Charter was probably laid before the Queen by the Earl of Shrewsbury, as he was closely connected with the Saviles, and such petitions were generally presented through a Nobleman at Court. It was favourably received, and a Charter was granted and signed in February, 1584-5. Henry Farrer paid all the expenses incurred, which was no doubt a pretty good sum: but he could perhaps better afford it than the other Governors, as he had a few years before obtained the manor of Midgley by his marriage with the daughter of John Lacy. At any rate it was a generous act on his part, but I wonder who thanked him for it?

Yet all seemed in vain. The newly formed Corporation had no revenues or possessions to be* Governors of, and nobody stirred to give effect to the Charter. John Savile, as I have said, seemed most concerned in the foundation of the School, but he was seldom at his house, Bradley in

* We must remember that Governors were so called as Trustees of the Property, and not as managers of the details of the Schools. See, for an instance, the Deed in Chap. XVI.

Stainland, being engaged in London by his official duties as Barrister and Judge, or with the Council of the North at York. John Lacy and Vicar Ashburn died within a few months after the Charter was signed. There seemed no anxiety on the part of the people that were to be benefited by it. Nobody came forward to urge the Governors to make the School a reality. It existed only in parchment. Those that were children and youth when the Charter was obtained became men before anything further was done. Farrer had paid his money for nothing. The hopes at first entertained seemed never to be realised, and Halifax sent none of her poor men's sons to either University. The decaying great families of the neighbourhood, who sought to acquire the means of living by positions in Church or State, when their estates got less by division or by sale, were however well represented at Oxford at the end of the 16th century and the beginning of the 17th. The Saviles, the Drakes, the Clays, the Ramsdens, the Deanes, the Waterhouses, the Wilkinsons of Elland, and others were distinguished at the Universities, principally at Oxford; but they were able to support themselves during the necessary education. But nobody lent a helping hand in turning to a good account the ability which God had given the tradesman's or peasant's son. It was not till 1593 that an advocate raised a voice on their behalf, and he a stranger to the place by birth or marriage, the celebrated Dr. Favour, Vicar of Halifax. He had been educated at the then most famous School in England, Winchester College, and had become a Scholar and Fellow of New College, Oxford, which William of Wykeham had established for those who had profited most by his Winchester foundation. Dr. Favour naturally wished that the Halifax boys should have an opportunity of getting a University education as far as they were fit for it. After he was settled

in his Vicarage and had time to look about him, he set to the work with his usual energy. He found a Charter for a School and a few Governors without anything to govern. There was no property given, no Master, no School-house. Of the original Governors several had died, one spent his time principally in London, and others lived some four or five miles off. Some ten years had elapsed since the Charter had been petitioned for, and we may imagine the indifference which the survivors would feel, when they had seen the nonfulfilment of their early hopes. The places of those who had died had been filled up by successors to keep the Corporation in existence, but they had not felt the interest in the matter which was once felt when John Savile was an active man among them, so that owing to their neglect there were only three properly qualified Governors in existence in 1607, and application had to be made to the Archbishop of York to fill up the vacancies before any valid act could be done. For ten years before this Dr. Favour had bestirred himself to get the School established, though he does not seem to have been legally a Governor himself until the end of 1607. He seems to have considered it part of his duty as Vicar of Halifax: he fought hardly for the rights of "the poor School and the poor people," as he at a later period calls those who had been deprived of their dues by mismanagement both in this respect and in others. He had enlisted Sir John Savile on his side, and a great deal of correspondence passed between the two on the subject of the School.

It is singular that such a state of things should have existed. We can only imagine that the Charter was carefully locked up somewhere, and the Governors were never informed of its terms. Else how could so many elected Governors have never qualified? and how was it that the defect was not found out for so many years?

It was not until the beginning of 1597 that anything definite could be done. In February of that year the Governors got possession of two acres of land given by the Farrers of Ewood, a corporate seal* was provided, and steps were taken to get up a subscription for erecting a suitable building. Some arrangement seems to have been made for this purpose between Sir John Savile and Dr. Favour on a visit of the former to his country-house. An appeal in writing,† dated Halifax, July 16th, was made by a letter signed (not by the Governing body but) by "Your loving friends Jn. Savile and John Favour" to some Gentlemen of the neighbourhood, intimating that unless the School were "erected within a certain time" it would lose certain possessions conditionally promised, and asking them to set down the sum they would bestow towards so charitable an action, as it was intended the work should begin immediately after Sep. 20. An agreement was made by Dr. Favour with a builder of Hipperholme, named Martin‡ Akroyd, a free-mason, and particulars were sent with a plan to Sir John in London. The builder was to receive £120 together with the materials of an old house which stood on the ground

* I draw this inference from the date on the present seal; but see Chap. III. §1.

† The letters to be found in L. P. Nos. CXLIX. and CL.

‡ In the Parish Registers under Nov. 8, 1591, his marriage with Sara Ramsden occurs and under March 20, 1617 (*i. e.* 1618 N. S.) his burial.

It is curious to find his name spelled differently in the same letter. Altogether there are found seven different forms of it: Akroyd, Akroyed, Acroid, Acroyd, Acroyde, Ackeroyd, Eayeroyd. Such was the disregard of spelling in those times. Martin, Abraham, and John, are mentioned in various documents. Whether they were brothers or the Christian name of the builder was not accurately known, does not appear. Wm. Ackroyd who founded a Scholarship in 1517, has his name spelled Aikeroide, Akeroid, Akerode, Akeroyde, in one and the same document, and outside it Aykroyde, Aikroyde, (L. P. CLXIII); in another Aekroyd; in another Acroyde, Acroide, Acrode. A member of the builder's family (perhaps) appears in the Waterhouse Charity's Accounts: "1651 Paid Akeroyde for the Hospitall house 5s."

and such timber as should be voluntarily given. Dr. Favour asked Sir John's advice about the means of assuring the money to the workmen, about making the collections, and for his good help in general that the work might "be done with reasonable beauty and comeliness." This was on Sep. 29th, and the agreement with the builder, if satisfactory to Sir John, was to be concluded about the middle of October.

We hear nothing more of the School until the following summer, so that some unexpected difficulty had probably arisen; indeed there was afterwards a good cause of complaint, for men who had promised subscriptions hung back, as the Doctor says, not wishing to subscribe unless they saw others do so, and even expecting the liberality of "other towns" to make up their deficiency. He persevered, however, determined not to be beaten in so good a cause: he pressed it on his neighbours in public and in private; he wrote to every township with his own hand, and sent collectors round to make sure of the slow. At last, on Thursday in Whitsunweek, June 8th, 1598, after the sermon on the usual Lectureday, he went (as he says) "with all his clergy and some other neighbours, and consecrated the ground with a short prayer and a psalm.....and committed the blessing of the work to God." But his satisfaction on seeing the favourable progress of his good work was damped by the fact of a smaller attendance than he had expected. No doubt he often visited the spot afterwards, but from some cause or other the workmen were dilatory: he longed for the presence of Sir John to stir them up, but he did not come; and we find that the building was not finished in the time agreed on, so that Sir John at last refused to give the builder his full pay. Among the debts owing to his estate in 1617, his Executors mention £13 10s. as due from Sir John Savile, perhaps on this very account.

But what were the other Governors doing all the while? Did they appoint none of their body to look after the progress of the work and keep the builder to his duty? None, alas! is mentioned as feeling any interest in the work either then or afterwards; and the Doctor is obliged after the lapse of some twenty years to say in self-defence that he had himself procured almost all the revenues of the School, and that some of the Governors had never been present at the meetings though he had sent for them.

But to go back to 1598. About two months after the foundation of the School was laid, Gilbert, Earl of Shrewsbury,* Edward Savile, Esq., and Sir George Savile, gave six acres of "weak, stony, and bruery land†" with "a house called a Schole-house‡ lately built," altogether "of the annual value of eightpence" (!), to the Governors of the School, which they obtained possession of in the following January, 1598-9.

* In 1515 the then Earl of Shrewsbury was guardian of Henry Savile of Thornhill. His son Edward Savile (who was supposed to be weak of intellect) afterwards put himself under the protection of the Talbots, and his family tried to get him out of their hands. Sir Henry willed the bulk of his property away from Edward to the Lupset branch of the family, which was represented by Sir George, who afterwards married Mary, the daughter of George, and sister of Gilbert, Earls of Shrewsbury. It was consequently through the Saviles that the Earl of Shrewsbury had any connection with the School, so that the land given probably formed part of the estate of Sir Henry Savile.

† *terre debilis lapidosa et bruera.*" This is alluded to in the Inscription over the School-house door. *Bruera*, a corruption of an older form *brugaria* (French, *bruyère*), which was used for "heather" in the Middle Ages, is defined in Dictionaries of Medieval Latin as "*Ager sterilis, vepribus et dumetis horridus*," i. e., *barren land, horrid with brambles and thickets*. I quote this, as illustrating the Inscription.

‡ In Brearcliffe's MSS. this is called "Scale-house." It was probably a rude erection, a sort of permanent hut, which was very common in former times. In many places in the West Riding and in Lancashire there are houses still called "Scholes" or "Scale-house." So that we are not to suppose that the School was given with the land. The School in fact seems to have been built on the Farrers' gift.

There seems to have been a small addition made to this a few years afterwards*; so that on the whole there were about eleven acres of land for the support of the School. All this however required a great deal to be done to it before it became profitable. For several years "plowing and hacking and manureing" were gradually carried on, as we find it stated in an old document. And there seems to have been no provision for any other stipend for a Master. Dr. Favour found only a Charter when he began; and now after the lapse of several years there is nothing further than a School and a few acres of stony land. But in 1600 he got a Master, a Graduate of a local family perhaps, who had energy and patriotism enough to work for the good cause with a soul above filthy lucre. In August 1600, one Richard Wilkinson, Bachelor of Arts, was elected Master, and in a few days was presented to the Archbishop of York for admission to the office, according to the provisions of the Charter. A copy of the formal document, which was written in Latin, and (no doubt) by Dr. Favour, is still preserved in the Parish Registers. It is dated from Bradley, the seat of Sir John Savile. A copy of it will be found in Chap. X, under "Mr. Wilkinson".

* Brearecliffe tells us of a lease of lands granted to the Governors in 1602 from the Governors of Sedbergh School, which was liberally endowed by William Harrison.

CHAPTER III.

§1. THE SCHOOL SEAL. §2. INSCRIPTION ON THE HOUSE.

§3. STIPEND OF THE MASTER OF A GRAMMAR SCHOOL.

§4. SUBSCRIPTIONS TO THE ORIGINAL SCHOOL.

THE School being now established, we will stop for a few moments to consider some points of interest connected with the School before we proceed with our History.

§1. The corporate body had a common seal. I had always thought that the present seal was the one which had been in use from the beginning, but Brearcliffe gives a description of the only seal which he knew, thus:—"Ther is a free schoole seale in an ovall form with Sigil: Scholam R: Eliz: vicar Fav: Hallifax writt about it and in y^e midst [*some words in cipher**] letter writt in it a rose at Top and p'cullis at bottom." I append a copy of the present seal, so that the difference is seen at once.

There is no record of the time when an alteration was made, but it was probably made because of the introduction of the word "Fav:" in it. The rose and portcullis are the badges of the Tudor family. The legend "Qui mihi discipulus puer es cupis atque," consists of part of the first line of an exhortation† to youths in Lily's Latin Grammar. This is written in Latin Elegiac verse, and the first two lines are



* Possibly, "form of a book ['book' is certain] or."—I cannot help thinking that Brearcliffe has made some mistake. His MSS. is hurriedly and badly written here. Not being very well acquainted with Latin, he has written *Scholam* for *Schol.* and left out *Gram.* He also read *VICARIAT.* as *VICAR IAT.* and then changed *I* into *F.* The final letter is so written that it may be taken either for *t* or *v*; but *F* is clear and bold. The legend on the seal is *sigillum liberæ grammaticalis scholæ reginæ Elizabethæ vicariatus Halifaxensis, i. e., the seal of the free grammar school of Queen Elizabeth, of the vicarage of Halifax.*

† This is entitled "Guilielmi Lili ad suos discipulos monita Pædagogica; seu carmen de Moribus."

Qui mihi discipulus, Puer, es, cupis atque doceri,

Huc ades, haec animo concipe dicta tuo.

(Thou who art my pupil, boy, and desirest to be taught,
come here, grasp these sayings with thy mind.)

§2. Over the entrance to the present School-house is a stone, which was probably removed from the old house, containing the following Inscription:—

In Favorem Reipvbl.

Terra mala et sterilis dymetis obsita, saxis
Horrida, que nullis invēta est frugib' apta,
Sed bona gens popvlvs sact', pietatis et ardens
Relligionis opvs tantū prodvxit, vt inde
Terra bona et possit bona gens benedicier ec^{ce}
Sic dnī terrā dominos non terra beavit.
Elizabetha div vivat, qvae talia nobis
Indvlsit monimēta. Devs sic svmmē secvdes
Hoc opvs vt vigeat, perq' ōnia saecvla dvret.
Sic nos Christe, tvo sic nostra dicam' honori.

Jacta svnt Fvndam 8^o Jvnii A^o Dnī 1598:

Elizab. Reginae 40.

This may be expressed in English as follows:—

For the Favour* of the Country.

The land was bad and barren all, with thickets overgrown;
Not fit for crops of any kind, but rough with horrid stone;
Then people warm with piety, and holy in their thought,
This greatest of religious works into existence brought,
To make the land of greatest good and bless the people too:
And so a blessing to the land, not to the owners grew;
Five Long ~~time~~ the Queen Elizabeth, who granted us such grace;
And prosper Thou, O God, this work, that it may never cease,
But live in vigour through all time. So, Christ, with this intent,
We give ourselves, we give our means, unto Thine honour bent.

The Foundations were laid June 8th, A.D. 1598,

In the fortieth year of Queen Elizabeth.

* I have put "Favour" when "Benefit" would better suit the sense, because I think that the Doctor, who composed the verses, had a love of his own name. It seems also to have been on the School Seal, if Brearecliffe is right in his statement. In the presentation too of Richard Wilkinson to the Abp. he goes out of his way to pray His Grace to admit him to the office of Schoolmaster "cum favore", with favour. See Chap. X.

§3. In the latter half of the 16th century, the usual stipend of the Master of a School was 20 marks *i. e.*, £13 6s. 8d., and that of the Usher 10 marks, besides a residence for each. We find these sums fixed in many Grammar Schools, and paid out of the Endowment. The liberality of the Founder of Harrow assigned 40 marks for the Master; and even in the reign of Henry VIII as much as £20 and a house was to be set apart for the Master of the Cathedral School at Exeter. In reducing this to the present standard we should have to multiply by a much larger sum than in the former case. If 10 or 12 were the multiplier in Henry's reign, it would be 6 or 8 towards the end of Elizabeth's. But authorities differ. The income of a Master then in 1600 might, if referred to the present value, be about £100 a year. That is small, no doubt, but we must remember that people then had to confine themselves to the bare necessities of life. Now the poorest housekeeper has comforts unknown to a superior class in 1600. £40 was considered a good stipend for a University Professor by Henry VIII. Cooper in his "Annals of Cambridge" mentions an Act of Parliament in 1650, proposing an increase to the stipends of Masters of Colleges; from which we learn that the stipend proposed was from £120 to £150 per annum, which was in many cases double the sum enjoyed before. Small as was the usual stipend of Masters of Schools, the poor Master of Heath School was to live on hope of getting something (and that not fixed) as subscriptions came in. In a curious document in No. LV. of "Our Local Portfolio," we find that the Master received for several years from Dr. Favour the sum of £3! It was, subsequent to 1607, considerably increased, so that he and the Usher got more than £20 between them. But even in 1720 the whole income of the School was under £40. It was not until 1773 that the

Master's income reached £50, and even then rent had to be paid for the House and Land. So poverty-stricken was the place!

§4. In the Parish Registers and the Brearcliffe MSS. there are Lists of the subscriptions and legacies which the School received during the first 50 years of its existence. They are very numerous, but out of place in a popular work like this, as they would occupy many pages. There were about 16 oaks given by the Saviles, Thornhills, and Lacys, at the building of the School, about £205 collected by Dr. Favour, and about £195 by Dr. Henry Ramsden in 1635. The legacies were small, with the exception of Brian Crowther's, which was about £300.* It was very singular that the Saviles gave no exhibitions or scholarships for youths going to the University, and that Charles Greenwood, Vicar of Thornhill, gave only £20 to Ramsden's Collection, preferring to found another School at Heptonstall, and to leave the bulk of his money to University College,† Oxford, for the benefit of Yorkshire in general. The free education at Heath School was consequently useless to poor men's sons, as a preparation for the University.

* Hipperholme School was better off than that at Heath, for it had a Legacy of £500.

† University College was a favorite College with the South Western parts of Yorkshire in the beginning of the seventeenth century. It had several Fellowships and Scholarships, founded by Yorkshiremen for the benefit of natives of those parts.

CHAPTER IV.

HISTORY OF THE SCHOOL FROM 1600 TO 1629.

LET us now return to the School itself. In 1600 Richard Wilkinson was Master. But the land was yet unfenced, and the house wanted much to make it habitable. So the Doctor had to play the beggar again. At the end of the year he sent a letter subscribed with Sir John's name and his own to the Incumbents of the twelve Chapelries; they were requested to publish it in their Chapels, and to make a collection "among the richest and best able persons"; and, to induce people to contribute, they were to set down the names of the givers with the sums given, that they might be registered and kept in memory. (Happy thought! and they are to be seen to the present day in the Parish Registers.) The collection was to be brought to the Free School on a day to be fixed. The plan was so far successful as to bring in nearly £150, so that the new year 1601—(the year then began March 25th)—had a joyful beginning. The fences were now got up, suitable out-houses were built, proper school furniture was obtained, and "the good work" was on the road "to be speedily brought to absolute perfection." We know nothing however of the time when the Master began his work, nor of the scholars who came to him. For some cause or other the post soon became vacant. Mr. Wilkinson passes away without a sign. Whether he got better preferment or pined away we do not know. There is no trace however

of the latter in the Parish Registers; and it is to be hoped that he fared better somewhere else, either as Schoolmaster or as Parish Priest. But in 1603 Robert Byrron appears as the Schoolmaster, and not long after his appointment Dr. Favour "bestowed on the School a fair Couper's Dictionary, and a fair Greek Lexicon, and procured a fair English Bible in the largest volume, for reading some chapters at [the] ordinary prayers morning and evening." He values these books at £3 6s. 8d., which would perhaps be equivalent to some £20 of our time. These Dictionaries (Couper's Latin, and Scaſula's Greek) are still in existence at the School, in good condition as if very little used, except that the title-pages and many of the first leaves are wanting. The Bible is gone. In fact, being of a Translation older than the present, it would soon become superannuated. It might possibly be the one, which now graces the shelves of the Literary and Philosophical Library.

Byrron had hopes of a comfortable life, for on October 16th, 1604, he took as a helpmeet Grace Deane; and he continued at his post until 1629, being buried on April 28th, according to the Parish Register. He is there mentioned as "*publicae scholae Gramaticalis secundus a fundatione magister*"; language that shews also the departure of his Patron, who entered him, when married, as "*Informator*," as he had styled his predecessor in his presentation to the Archbishop. I suppose Byrron was a reading man, for he gave to the Parish Church Library (according to Brearcliffe) two books, "*Aretinus Felinus** on the Psalms" and "*Thomas Aquinas* on the Evangelists." He and the Usher taught the Doctor's children; they were paid by him "very bountifully," as he tells us, so that they were perhaps regarded as private pupils. This is all we know of both Master and pupils.

* This was a name adopted by Martin Bucer.

But an event of importance to the School and a blessing to him and his partner happened at the end of 1607, or (as we should rather say) the beginning of 1608. Bryan Crowther, a wealthy Clothier of Halifax, who had been one of the Churchwardens in the first year of Dr. Favour's vicariate, and who, being childless, was probably worthy of the Vicar's cultivation, dies and leaves £300 for the benefit of the School.* He was buried on Jan. 12th, 1607-8, and the Doctor lost no time in securing the money. Brearcliffe tells us that there were then only three surviving governors, Farrer, Firth, and Hanson, and they wrote a letter on Jan. 15th to "my lord grace of York" about electing new Governors. Although vacancies, as we have seen, had been filled up, and Dr. Favour and several others had been reputed Governors, the terms of the Charter had not been complied with, and a difficulty was found when the Governors had to deal with property. There is a significant entry in the Parish Registers. "The 18th day of January 1607, the Governors met and assembled together at the said School and made †then and there an election of Sir Henry Savile...Daniel Foxcroft....Antony Wade....Isaac Waterhouse....by the full consent and agreement of us the Governors of the said School, whom we nominate and appoint as Governors by these presents." "Signed Jo: Favour, Richard Sunderland, Robert Deane." It is singular that the three surviving Governors do not sign. The arrangement made was satisfactory to the Archbishop, whose confirmation is dated Jan. 26th, 1607. Brearcliffe also tells us that Favour,

* John Hanson, one of the Original Governors says in a Letter to Dr. Favour in 1615:—"You know that annuity is the fairest flower in that garden....Brian Crowdr. had a good intention (partly by your direction) to further the revenues of the School."

† Notice the determined character of the phrase.

Sunderland, Wade, and Waterhouse, took their Corporal Oaths to do and execute their office well and truly on Feb. 12th, 1607*. Thus the legacy was secured, and could be legally dealt with: and its proceeds were added to the stipends of the Master and Usher, as Byrron tells us.

In 1611 a demand had to be made on Thomas Thornhill for the arrears of a Rent-charge left by Bryan Thornhill. The Governors wish to make him a Fellow-Governor, but they want him first to pay up the arrears due and to promise future payment.—He promises and is elected: but in 1624 there were twelve years of arrears, and a Chancery suit had to enforce payment†.

In 1618 the Vicar had to defend himself against false statements made to Sir H. Savile by one Robert Lawe, respecting the way in which he had dealt with Crowther's bequest. He wrote a warm letter in self-defence, in which we hope he was successful. It is given in L. P. No. LIII.

* He writes 1617, but that is evidently an error.

† Brearcliffe says, "10th spent in Mr. Thornhill suite".

CHAPTER V.

§1. SCHOOL HOURS. §2. SCHOOL-HOUSE. §3. STATUTES.

§1 **I**T will not perhaps be out of place to say a few words about the school hours and school subjects of our forefathers. In a book* published in 1612 we find it stated that the school-time should begin at six o'clock, and the first hour be employed in making Latin exercises, and preparation of class-work should be carried on until nine: then, after a quarter of an hour's recreation†, the scholars should continue until eleven; then two hours' interval; then school again till three or half-past; then a quarter's relaxation, and so work till half-past five. The School was to end with reading a part of a chapter, two staves of a Psalm, and prayers by the Master. So it is coolly recommended that youth and children (some of only seven years of age) should be engaged in Latin for nine hours every day. This was still the custom at Heath School in last century. The Statutes of 1730 say "The Master, Usher, and scholars shall constantly repair to School, and the Schoolmaster and Usher shall begin to teach at six o'clock in the morning, and there continue till five at night, saving betwixt eleven o'clock and one, from the 10th of March to the 10th of October, and from thence to the 10th of March again, from eight o'clock till four, saving betwixt eleven o'clock and one." According to some Statutes in Brearcliffe boys were under *the Usher* until they were perfect in the Grammar, both Accidence and

* Brinsley's Book, quoted on p. 3.

† Called at some schools *bever* time *i. e.*, drinking time, from the old French *bevere*, Latin *bibere*.

Syntax, and could "apply* their lectures" in simple books, one of which, Corderius' Colloquies, is especially mentioned. Under *the Master* they had to speak Latin; and the authors they had to read more or less were Tully, Terence, Ovid, Virgil, Cæsar. The Greek Testament is also mentioned, and Hesiod or Homer together with Hebrew Grammar. Latin Themes, and Greek and Latin verses had to be practiced, and the study of Logic was begun. No Mathematics, no English Literature, no Drawing, no Drill, and no ologies of any kind! What barbarians our forefathers must have been! yet some of them had a reputation as learned men.

§2. We have no description of the School and School-house, but in 1727 a return made to the Archbishop of York says "There is a house of three rooms on a floor joining to the School, and a Garden." In 1738 Wright describes it as "a stately Grammar School, whose building is fair, fine, and large, all of free stone, with a good school-house with handsome and convenient apartments for the Head-Master and his family to dwell in." He also says "Over the school-house door are [some] verses, cut in a fair stone, plain and legible." These I have already quoted.

§3. In 1729 the Archbishop's Secretary speaks of the necessity of "drawing up a full body of Statutes for the future Government of the School: 'tis expressly contrary to the interest of the original Charter that such a body of Statutes has not been hitherto framed." But Brearcliffe gives us what he calls "Statutes or Orders to be observed in the Free Grammar School of Queen Elizabeth." These however were rather for the direction of the Masters and Scholars, and were possibly drawn up by Dr. Favour. As they contain many curious illustrations of the manners of the times, I quote them fully in Chap. IX.

* i. e., apply or devote themselves to their readings, as we should say.

CHAPTER VI.

THE HISTORY CONTINUED TO 1728.

MR. Byrron's death in April 1629, left the School for a time in the hands of the Usher. A Mr. Francis Cockman was appointed his successor. A curious letter from Henry Hoile (of Hoyle-house?) to R. Sunderland, dated June 3rd, 1629, says:—"Sr, I have sent this bearer Mr. Cokmā home [*i. e.* whom] I latlye recommended for yo^r scholemaster, he is willing and redy to atend y^e divine dispensation: and to abide any faire tryall for yo^r aprobaton and your satisfaction....." As soon as he got settled in his house, he felt the need of a partner, and on Aug. 24th, 1630, he finds a place in the Parish Registers as married to Grace Ward, and the unusual words, "per Li'am" *i. e.*, by Licence, are put beside their names. Between that date and 1643 the baptisms of six of his children are recorded in that same book, but in 1645 Jan. 28th (*i. e.* at the end of the year) the burial of Francis the son of Francis Cockman of Southowram occurs. Whether this was the son of our Francis, I do not know, but he was a well-known youth, for Brearcliffe, speaking of the plague, says, "27th January 1645 yong franc. Cockman low brer* buried." John and Thomas are the only sons of Francis mentioned among the baptisms. There is nothing more to guide us to his death or resignation. He must however have been a good Master, for John Lake (afterwards Vicar of Leeds and a celebrated Bishop) was a

* *i. e.*, Low Brear in Southowram as opposed to Upper Brear.

pupil of his, who in 1637 at 13 years* of age was qualified to enter the University of Cambridge; and John Milner too (afterwards Vicar of Leeds and a celebrated writer) in 1642 at 14 years of age entered the same University. Samuel Stancliffe also, of St. John's College, Cambridge, was at this School about the same time: he valued the School so highly that he bequeathed, in 1705, £100 for "improving and adorning" it, as a tablet still in the School testifies. The name of Cockman is so unusual that I should like to connect with our Master Thomas Cockman, who graduated M.A. at Oxford in 1697 and became Master of University College, a College with which I can find nearly Twenty Yorkshiremen connected in this century. If so, he would be his grandson probably.

The good work done by the School attracted the attention of the Vicar, Henry Ramsden; and finding the endowment unsatisfactory, he made a collection in 1635 for the purchase of lands. There is a list in the Parish Registers of sums given (1) "by such as live out of the Vicarage," (2) "by the Governors of the said School," and (3) "by the various townships;" these are respectively £31, £41 6s. 8d., and nearly £125. In the first Mr. Greenwood, Vicar of Thornhill, gives £20, leaving £11 for three other subscribers; Eight Governors make up the second list. Sixty-three subscribers of the Township of Halifax are required for about £36; and a corresponding number of small subscribers make up the remainder. There are only two of these who exceed £2, viz., Rev. Robert Booth of Sowerby Bridge, and Mr. James Oates of Southowram.

* Edmund Spenser went to Cambridge when 16. The celebrated Lord Fairfax went there before he was 16. Chief-Justice Scroggs went to Oxford in 1639 at the age of 16.

Out of this sum the Vicar had to pay for "rebuilding the School-chimney" and for "the boarding of the school where the boards were wanting and defective," no large sum indeed, but enough to shew that work was scamped even in those days.

In 1631 the plague raged violently in Heptonstall and Ovenden, and alarm was felt in Skircoat, for we find in a letter dated 18 July, 1631, "The fear of infection hath driven many from School." It seems to have been written to some Governor asking advice, but the writer's name is not mentioned. However, Halifax and Skircoat fortunately escaped, and the work of the School was not much interfered with.

According to Watson one Marsh (not mentioned at all by Wright) was "Master in 1649 according to a book* belonging to the Waterhouse Trustees." But he must remain among "the mute inglorious" ones. In the year 1651 one Paul Greenwood† was appointed to the Mastership. To what family he belonged, we do not know; but there were many Greenwoods who adapted themselves to the new state of things. A Paul Greenwood, Gent., is on the Commission for Pious Uses in 1651; a Daniel, Principal of Brasenose College, Oxford, about the same time; and another Daniel, his nephew, transferred from Christ's College, Cambridge, to a cozy fellowship under his Uncle and in a few years to a College Living, marrying one Mary Firth of Sowerby. He found no difficulty in adapting himself again after the Restoration, and so died a Parish Priest, in 1679. Our

* Since writing the above, I have found the book, and the entry. It is as I conjectured, among the payments made to the Master of the School and the Curates of the twelve old Chapelries. It stands thus:—

"Paid to Mr. March the Mayster of the freskoll 2. 0. 0". It is evidently not Marsh. A careful scrutiny of the handwriting has convinced me that it is March. Under the payments of 1650, however, the name is written Marshe.

† He receives his first payment from the Waterhouse Charity, Dec. 24th, 1651.

Master seems to have been equally flexible; for he held the Curacy of Illingworth from 1658 to 1666, in which year he became Vicar of Dewsbury. From his days until the beginning of the next century we hear nothing of scholars: we only know that there were masters: even the Lists of Governors are wanting.

For want of information about the School, the following curious documents in the Parish Registers, in which the Master is concerned, may open the reader's eyes to a state of things unknown to him.

"Mr. Paule Greenwood clerke Mr. of y^e ffreeschoole in Skircoate & Judith Newton of Hallifax spinster was published in y^e publike meetinge place called Hallifax Church att y^e close of y^e mourninge Exercise upon 3 Lords dayes (to witt) y^e 28 & 30 of Aprill & y^e 7 of May 1654."

"The marriage betweene y^e above named Paule Greenwood aged [*a blot*]* yeare & y^e said Judith Newton aged XIX was solempnised before Sir John Savill Knight barr^t one of y^e justices of y^e peace for y^e west riding in y^e County of Yorke in y^e presence of Anthony Westerman & Thomas Rigge, two credible witnesses according to y^e form of y^e Statute in y^t case made & p^uided the eight day of May 1654."

His first child, prematurely born, was buried before the year expired. In 1658, 1661, & 1664 he had other children baptised. This is all we know of him.

He was succeeded by John Doughty, equally unknown to fame, who was, possibly, the same as graduated B.A., 1663, and M.A., 1667, at Cambridge, being a member of Cains College. He buried a child in 1668 within a fortnight after its Baptism, and his wife in a few months afterwards. He himself was buried on Oct. 14th, 1688.

* Seemingly **XIV** (*i.e.*, XXV.)

His successor was Thomas Lister, M.B., of Jesus College, Cambridge. It is somewhat curious that a graduate in Medicine should have sought such a post, and that the Governors should have chosen such a graduate. There was probably a good deal of laxity at the time. We know for certain nothing about him. He held the post for nearly 40 years, but for several years before his death he was superannuated, and the School was in a deplorable condition: there was an Usher in 1727 of only "about 19 or 20" years of age, who had the sole charge of the School, but was "far from being capable of discharging his duty." The Master died April 1728.* The Governors were recommended by the Archbishop "to hire a Schoolmaster by the week or month till the Charter was confirmed†;" but a year later they say in a letter to his Grace's Secretary:—"at present I question whether there be any [scholars] but what the Usher can learn who for two or three years before the old Master died took care of them." A letter dated March 14th, 1728, (*i. e.*, at the end of 1728, or, according to our reckoning, in 1729,) was written by a lawyer of Halifax to one of the tenants of the School, in which he says:—"The country suffers basely for want of a good Master at the School, where there hath not been a Master rightly qualified for nigh 40 years last past, and if the Trustees and the Bishop had any concern for the public good since the old little good for naught fellow died, they have had time enough to have placed a good Master in the School, but there is only now a few petty scholars taught there by a young lad." Mr. Lister had evidently given little satisfaction. Now it is said that the famous Laurence Sterne was a pupil here from 1724 to 1730. He tells us in

* A letter from Richard Sterne to Vicar Burton, dated Nov. 7th, 1727, speaks of the Scholars having to their great loss for many years been neglected.

† See the next Chapter.

his Memoirs that his father fixed him at School near Halifax "with an *able* Master": he wrote these Memoirs just before his death; but in his *Tristram Shandy*, published some ten years previously, he gives an account of a pedagogue such as his hero's father would not have for his son. As most of his characters seem drawn from the life either for praise or blame, some schoolmaster that he had known, probably sat for this pedagogue's portrait. If so, the original must have been anything but suitable for the office which he held, notwithstanding his ability. I refer my readers to Chapter XIII for fuller particulars. During Mr. Lister's Mastership, in 1705, Samuel Stancliffe, an old pupil under Mr. Cockman, died, leaving £100 for "improving and adorning" the School. We do not know how it was spent. At any rate the Governors put up an expensive Tablet in the School to commemorate the Donor, but it is to be hoped that the expenses were not defrayed out of the bequest. It was probably not erected till sometime afterwards, as there was but one Governor for many years, and the Trust had very nearly come to an end. The sad state of things then in existence will require our attention for a little time, for there was in 1728 no Master to teach, and no one to receive the rents of the School, and the Charter narrowly escaped being forfeited. We will so far anticipate the good that was evolved out of the evil, as to give a copy of the Tablet and its inscription, hoping that there may be yet some good benefactor to follow such a noble example as that afforded by Stancliffe*, and do for the scholars what he did for the School.

* "The Stancliffes were an ancient family in Shibden-dale: they took their name Stank-cliffe from an ancient stank (stagnum) at the foot of a cliff, probably that now called the Scout." "John Stanckcliffe (aged 26) married Phebe Lum (aged 24) in June 1657: she died March 1678." L. P. XCV. Was this a brother of Samuel?

The inscription on the Tablet is:—

In Memory of the *Reverend*
 Mr. SAMUEL STANCLIFFE
 descended of the Ancient Family
 of Scarcliffe (vere *Stancliffe*
 of *Scowte*) in the west Riding of
 this County of *York*, sometime of
St. Johns Colledge in *Cambridge*
 & *Minister* of *Stanmore Magna*
 in y^e County of *Midd*: who departed
 this life Decem: y^e 12th An: Dom: 1705
 Aged 75 years.*

By his last will bequeathed 100th
 for the improving and adorning
 this *free Schoole* where he was
 Educated.

1630-1 Feb. 23 (B) Samuel John Stancliffe South: (P.R.)

The large bell at the Parish Church has on it the name Stancliffe, 1691, and was probably the gift of this family.





In Memory of the Reverend
M^r SAMUEL STANCLIFFE
descended of the Ancient Family
of Stancliffe (vere Stancliffe
of Scowth) in the west Riding of
this County of York, sometime of
St. Johns Colledge in Cambridge
& Master of Stannore Magna
County of North who departed
this life Decemb^r 12. An^o Dom: 1708
Aged 76 YEARS
his last will bequeathed 100^l
for the improving & adorning
that Free Schoole where he was
Educated.

CHAPTER VII.

THE CONFIRMATION OF THE CHARTER.

IN the year 1719 a commission was appointed to enquire into the mismanagement of a chartered Corporation* which had existed for more than three quarters of a century in connection with the Relief of the Poor. The result of it was that the members had to pay expenses and to make up all deficiencies. Exception was taken to this decision, and a new Commission was appointed, but their decision also was unfavourable. Mr. Henry Gream who was the only surviving member in 1723 transferred his office to others including Vicar Burton†. In 1724 these Gentlemen exercised powers under the old Patent, though the commissioners had declared the necessity of getting a renewal of the Patent. Now Simon Sterne, J.P., of Woodhouse, and Samuel Lister, one of the Shibden Hall Listers, had been Governors of the old Corporation, and were of course liable for their share of the expenses. Richard Sterne, J.P., as his father's heir, and husband of the widow of Mr. Lister, had two shares to pay. Naturally indignant at this, and smarting under the

* It owed its origin to Nathaniel Waterhouse's gift of a Workhouse for the poor in 1635, and the necessity of having magistrates to carry out the Laws for Relief of the Poor.

† The Greames (name spelled Gream, Greame, Græme; the family probably from Cumberland) lived at Heath, Shaw-Hill, and Exley, the latter estate being bought of the Deanes by Henry.—They subsequently acquired the Manor of Southowram.

loss, he looked out for some means of gratifying a spiteful disposition, which was unfortunately a failing in the Sterne family*. He soon finds out a flaw in the proceedings of the new Governors: he indicts them for illegal conduct and gets them arrested; they were liberated only under heavy bail; the case was removed from the West Riding to Westminster; the defendants were condemned, and had to pay all the costs of the action. But Richard Sterne was not satisfied: there was still a grievance to be redressed, in which he could annoy the old Vicar. He found Heath School in very low water; all the writings connected with it were kept at the Vicarage, and he could not get them. We can imagine him working on the sole Governor of the School, Henry Gream†, who had had to suffer in 1719 for his connection with the old Corporation, and getting him to help in making further difficulties for the Vicar. He does not seem to know much of the School, or of its Government, if we may judge from his letters; but, with Gream on his side and some others, (who suspiciously have the same names as those against whom the original commission was issued,) he opens a communication with the Archbishop of York, who was Visitor of the School, and gets him interested in the case. The first step was to fill up the vacancies in the Governing body, which were so numerous that it became a question whether the Corporation of the School was not dissolved. For some time before 1713 there were but eight Governors, and as the other four were not elected at the proper time, the then Archbishop (Dr. John Sharpe) filled up the vacancies according to the provisions of the Charter. Mr. Burton, who became

* Of R. Sterne, his uncle, Thoresby says "not so hot as I feared, being the Archbishop's son". *Diary* i, p.154.

† He had been connected with the old Corporation since 1700, and was now probably advanced in years.

Vicar in 1712, was probably not elected, as in 1727 he writes to R. Sterne, who had asked him to take the oath before "Mr. Gream who is the surviving Trustee":—"I have no account from my Lord Archbishop of me being appointed a Governor of the Free School.....Considering my bad circumstances of health, I cannot think myself capable of executing the Trust and therefore desire to be excused from having any share in it". However, in 1726 and for some years previous, Henry Gream, one of the four, was the only surviving Governor. There must have been great neglect; there was no body left qualified to receive rents, or to choose new Governors. The then Archbishop (Dr. Lancelot Blackburn), when he came to enquire into the matter, doubted whether it was in his power to elect new Governors, as the Charter seemed to require the consent of two to his proceedings. By his advice a petition was presented to the King (George I) for a renewal of the Charter. His Majesty referred it on July 1st, 1726, to his Attorney and Solicitor General for their opinion, but through pressure of public business it was not until June 2nd, 1727 (the day before the King started for Hanover, never more to return) that they made their report. To save the Corporation, they recommended a liberal interpretation of the old Charter, which said:—"He shall be chosen Governor whom the Archbishop of York for the time being *Sede Archiepiscopali plena* or *Sede eadem vacante* the Dean of the Cathedral Church of York with consent of two of the Governors aforesaid shall name shall be taken and reckoned for a Governor".* They recommended that, as there was a doubt, the words "with consent of two of the Governors" should be taken as

* I put the words as I find them. I have endeavoured to use as much as possible the language of "the Sterne Correspondence" in this Chapter, and that must be my excuse for many awkward expressions.

applicable only to the Dean and not to the Archbishop. So narrowly did the Charter escape; and the scholars might defend their own disregard of stops by the benefit that once accrued to their school by it.

Richard Sterne was the chief man in this business. A copy of the correspondence between him and the Archbishop's Secretary (Thomas Haytor) and the London Legal Agent is still in existence, and shews what difficulties there were in the way before the question was finally settled. In consequence of the opinion given, Mr. Sterne* chooses ten other Gentlemen "above 24 years of age, men of worth, and of the Established Church, and entire friends of the Government", as he reports to the Archbishop. This, we must remember, was the time when men feared the Jacobites and the encroachments of Popery. The Archbishop accepts the nominees, confirms the election (Oct. 23rd, 1727), and recommends them to apply to Mr. Gream and take before him the oath of qualification. Eight of them did so, but the Vicar refused to act, being dissatisfied with the other Trustees who were not willing "to act under his directions;

* The following extracts from two Letters now at Shibden Hall and kindly communicated by John Lister Esq. will confirm my statements.

"Mr. Stern and Mr. Burttons Quarrel now I suppose is not a Lawsuit but an affront upon Mr. Sterne by denying him the Sacrament. The names of the ffoffees as far as I can learn are Mr. Burtton Mr. Stern Mr. Booth Mr. Taylor Mr. Ramsbothom Mr. Stott Mr. Ramsden of Sydall Hall Mr. Ramsden of Wharlehouse Mr. James and Mr. John Batley Mr. Eleana Farrar Mr. Henery Haigh.....I fancy they all voted for Turner however yt they are nominated by Mr. Sterne is unquestionable". (*Letter dated Dec. 20, 1727.*) "Anything y^{ts} worth enquiring after, Mr. Burtton can give you an account of, as consarning the method of Electing Govern^{rs} for ffree school how far Mr. Burtton and his company proceeded And also what encouragem^t Mr. Stern has because as I have heard there is occasion for laying down some money wch makes severall wch otherwise would be Govern^{rs} to decline". (*Dated Dec. 25, 1727.*) I find that on May 16th, 1729, Richard Sterne and Rev. Thomas Burton were elected Governors of Hipperholme School. I wonder if they had become friendly by this time.

and, not being able to have all the power, he would not accept of any share of it". So says His Grace, who also through his Secretary writes that "he would not be surprised at anything he (the Vicar) does when his intentions are disappointed". Two others were afterwards led away by him, and resigned. There were difficulties also about the old Charter and the Deeds belonging to the Trust, which had been in the Vicar's keeping, but the Charter was found to have been sent to Bishopthorpe, and the particulars of the Rental* were afterwards sent by the Vicar to His Grace. It seems also that the Vicar had once been 'solicitous' about the affair, and money had been collected and £70 lodged in a London Attorney's hand. The new Governors were averse to having anything to do with the old Agent, and would not advance any money out of their own pocket, and the matter was brought to a standstill. His Grace's Secretary informed them that the "petty jealousies and suspicions of some of the Governors" would "make it impossible for him (the Archbishop) to do them any service; and he must lay aside all thoughts of concerning himself any further". This roused Sterne, who was determined to make the work good, if only to spite the Vicar. He persuaded his father-in-law† (Timothy Booth), one of the Governors to join him in advancing sufficient money for the purpose. But money was not easy to find. He had repeated demands from the London Attorney for "money out of pocket". However, the originally named Governors were urged by His Grace to petition the Crown for the Charter, notwithstanding

* This amounted to only £39 12s. 0d. per annum.

† B. Sterne married for his first wife, in 1703, Dorothy, relict of Samuel Lister and daughter of Thomas Priestley; and for his second Esther Booth, in September, 1714. The Priestleys were connected by marriage with a family in Mixenden named Booth.

the refusal of three to act; and a confirmation of the Charter was at length obtained; and Sterne was, no doubt, rejoiced to read the words:—"In witness whereof we have caused these our Letters to be made Patents. Witness* Caroline, Queen of Great Britain, France, and Ireland, Guardian of the said Realm, at Westminster, the one and thirtieth day of July†, in the third year of our Reign (*i. e.* 1729). By writ of Privy Seal. Cocks".

We will simply add to this that, Mr. Sterne sent the agent about £100 by 1730, and then owed about £60. As he expected this to be repaid, the school revenues were hampered for some years. He did not live long to enjoy his victory; he died in October 1732, and the Governors were then indebted to his Estate. He probably took very little part in the school affairs, after the appointment of a new Master, as he spent his last days principally at the family estate of Elvington, near York, though he was buried at Halifax. His son Timothy, to whom he bequeathed Woodhouse, seems to have had too great a liking for horses to have cared much for boys.

On March 26th, 1730, there was to be a general meeting of the Governors. The Archbishop had requested through Mr. Sterne that they would furnish him with a particular account of the state of the School and its revenues; what money they had for defraying the expense of procuring

* Schoolboys if thoughtful, may be surprised at this: but school-histories do not record this Regency of the Queen. Larger Histories will however tell them that George II went to Hanover on May 17th, 1729, and did not return until Sep. 11th. They may feel interested in knowing that what one Queen gave, another Queen confirmed.

† Wright (p 26) dates the Charter "July 21, 1729"; Crabtree (p. 175.) "7th July, 1730: The Schools Inquiry Commission Report, "30 July, 1730" A copy of the Statutes made in 1842 gives "the twenty-first day of July" as the date of the Charter, and "One thousand sevenhundred and thirteen" as that of the Statutes, (!) So much for Authorities!

the Charter; how the land was leased, and what improvement the Estate was capable of; and he promised that he would then send them a complete body of Statutes*. We hope that they did so. Mr. Wilkinson, Mr. Jackson, and Mr. Sharp offered themselves as Candidates for the Mastership, and it was agreed to send them to His Grace's Chaplain for examination. But probably Mr. Sharp withdrew, as he had just obtained a nomination to Sowerby Bridge Chapel, and Mr. Christopher Jackson was eventually elected Master. In a letter of Dec. 29th 1730, Mr. Sterne writes that he had had a great deal of trouble about the School, but hoped that the Master would answer expectation.

* The Statutes were sent, discussed by the Governors, and signed by them, three new Governors having been previously elected in the place of those who refused to act.

CHAPTER VIII.

THE HISTORY CONTINUED TO THE PRESENT TIME.

WHATEVER might have been Mr. Stern's expectation, Mr. Jackson's was not answered, for he resigned some time in 1731, and the Governors had to elect again. Mr. Jackson's successor was Mr. Edward Topham (B.A., 1729; M.A., 1733,) who became a fellow of Trinity College Cambridge, and probably looked down on such an humble post as the Mastership of Heath School, for he resigned in 1733. Then came the Rev. John Holdsworth, of St. John's College, Cambridge, who, having graduated B.A. in 1710, and M.A. in 1717, was a man of some experience. Why he should take the post at his age, we cannot tell; but perhaps he had it in his power to attract "foreigners", as the non-foundationers were called; for in 1738 Wright says:—"The School is now in a very flourishing condition under the care and conduct of the Rev. John Holdsworth M.A., the present worthy and learned Master". But his income was increased a few pounds per annum on his appointment at once to the cure of Coley by Dr. Legh, the Vicar of Halifax. In 1740 he was presented to the Lectureship of Halifax, a dignity—for it was then a dignity—which he did not enjoy many years, for in 1744 death deprived him of all his earthly employments.

When the Governors proceeded to elect a new Master, they found themselves in a difficulty again, as they had several times been since the foundation of the School! In the place of the three who refused to act under the new

Charter, W. Walker, James Tetlow (or Tetlay), and John Lodge had been elected. But before 1744 six of the twelve were dead and one had left the parish. The five surviving Governors had nominated four others, who had taken the oath of qualification; but when they came to act, no record was found of their having been appointed within the month prescribed by the Charter. Fearful lest their acts might be disputed, they took Counsel's advice, who satisfied their scruples by recommending them to apply to the Archbishop to "establish the persons so appointed in the office of Governors". They did so; and also about the same time they appointed three others. Feeling confident that they were now fit to fill up the vacancy caused by the death of Mr. Holdsworth, they elected Samuel Ogden, of St. John's College, Cambridge, (B.A., 1737, M.A., 1741,) to the Master-ship, who "took his corporal oath" June 11th. Mr. Ogden* had been curate of Coley since the end of 1740, and continued there until 1747, when he succeeded Mr. Alderson (who had been promoted to the Rectory of Burghwallis) in the curacy of Elland. He had been elected Fellow of his College in 1739, but he was not too proud to hold a position of usefulness in conjunction with one of dignity, and he continued Master of the School until 1753. He was one of the most learned Masters of Heath School, yet what was his income as such? It varied between £37 and £30 a year! for the debt incurred by the new Charter was not wiped off yet, and some years brought a less return than others. However he got tired at length of the School, and feeling that he was ill repaid

* In Dr. Hallifax's brief Memoir of Ogden, prefixed to his Sermons, he is stated to have been elected Master in 1744 and afterwards appointed to Coley: but in the Parish Registers there is a copy of his Licence to Coley dated Feb. 9, 1740, i. e., 1741. N. S. If this date is correct, he was only in Deacon's Orders, having been ordained in June 1740 at Chester.

even by the Mastership and Curacy combined, which did not give him any position worthy his deserts, he resigned the School in 1753, though he kept the Curacy till the end of 1762. He retired to Cambridge and lived on his Fellowship, and became very popular as a preacher in the University. He does not seem to have resided in the School-house for some years before his resignation, for the Governors had in 1748 given him permission to let it and the lands belonging to the School. "He was an excellent classical* scholar", we are told, "a scientific divine, and a proficient in the oriental languages: as schoolmaster, he left a blessing behind him, in having communicated to some who afterwards became teachers themselves his own exact grammatical mode of institution". This however was not a judgment pronounced by anybody at Halifax.

After his resignation the Usher, Mr. Richard Sutcliffe, who was then curate of Lightcliffe and afterwards became Master of Hipperholme School, (where he had the credit of educating Mr. Knight, subsequently Vicar of Halifax,) taught the whole school for several months until Thomas West, who was elected April 25th and qualified Aug. 22nd, entered on his duties at the beginning of September. He was (probably) of Emmanuel College, Cambridge, and graduated B.A. in 1736; but there is no account in the List of Cambridge

* It was the practice of the University to send congratulatory verses to the King on the occasion of any public event. Among the contributors in 1762, on the occasion of the marriage of the King, we find "Samuel Ogden, D.D., Senior Fellow of St. John's". We may also add the name of Joah Bates, of King's College, a Halifax man and son of the parish Clerk. He probably received his early education at the School when Mr. Ogden was Master, having been born in 1740.

We may also add that Dr. Craven, who became Professor of Arabic at Cambridge in 1770, declined a bequest of money which Dr. Ogden had given him in a will made sometime before his death, and begged he would leave him instead his Arabic Books.

Graduates of his having proceeded to a superior Degree. He seems to have been successively curate of Luddenden and Ripponden. For some cause or other he gave dissatisfaction to the Governors: he had "to quit the School-house and land at Candlemas and Mayday" 1770. The Master had at this time and long afterwards to pay rent for the house and land, and perhaps Mr. West was unable, like many other men of learning, to cultivate land and boys equally well. This notice to quit, no doubt, offended him, and there was so much ill-will displayed, that the Governors gave him a "New Year's gift" of £10 in 1771 on condition that he "quit the School".

In 1770 we find one Richard Hudson Lecturer of the Parish Church. Now Mr. Hudson was not a graminivorous animal, and, though he was a fellow of Queen's College, Cambridge, would hardly have come to the Parish Church for the sake of a house and garden: he must have had some pay besides,—but what has become of that, for there has been none for many years?—yet it was not enough for his wants, and therefore he gladly accepted the appointment of Master of Heath School on Jan. 11th, 1771, although the income was then only £35 a year. But, having a house as Lecturer, he does not seem to have had his mind disturbed by farming operations at Heath, and the house and land were let to the Usher. The School under his management flourished. In a few years we find the Governors spending £14 16s. 0d. "for globes &c." though the wonderful things contained in the "&c." will never be known. The thirsty souls on the premises were increased, for we find about £32 expended on boring a well and erecting a pump. Perhaps in Mr. Hudson's time the birch-tree was planted by the Master's house, as twigs were in request. But Mr. Hudson was not satisfied: there was not sufficient attraction at

Heath. The Governors seemed to have tried to please him; for in July, 1773, there is an entry in the Minute-book of this kind:—"The present Master and Usher behaving much to the satisfaction of us the Governors we agree to advance the Master's Salary to £50 per ann: and the Usher's to £30 per annum to commence the 24th June last". At a later period, "in consideration of the great increase of scholars", six pounds were given toward the salary of an additional Usher, "the Masters to provide a person and out of their salaries to pay him such further sum as may be necessary, in proportion to the number of foreigners each Master hath under his care"*.

There must therefore have been a good number of Boarders. In 1777 "Subscriptions towards improvements at the School" were received to the amount of £240†. The Governors were now so well off that they presented Mr. Hudson with "3 pair Blankets" at the cost of £2 12s. 6d.! What the improvements were we must imagine: whether they consisted in erecting the dormitories over the School-room or not, we cannot tell, but certainly £12 1s. 0d. was spent on the School Chimney, and enlarging the Kitchen. But there was a stir; the golden age seemed coming for Heath: yet Mr. Hudson was not content. He thought he could better himself; and he was elected, April 25th, 1782, Master of Hipperholme School, in place of the Rev. Richard Sutcliffe, who had died on March 17th. He seems to have entered on his duties after the Midsummer holidays, as the Rev. Matthew Moss, the Usher, "officiated as School Master" for some months, the School having probably but few scholars. On Jan. 15th, 1783, the Rev. Gough Willis Kempson was elected Master on a Salary of £80 per annum. Money was now borrowed by the Governors at five

* But the rent of the School-house was at the same time advanced £5 per annum.

† In 1777-8 Bills were paid to the amount of over £300.

per cent. interest, in addition to subscriptions of £126 odd. There is entered in the Accounts of Mar. 12th "Cash for Plans and Estimates for erecting a new School-house £1 1s. 0d.", and June 26th "Cash for rearing Free School House £1 1s. 0d". So that the present house was probably erected in 1783, nearly 100 years ago. The Master himself "laid out several hundred pounds in the improvement of the School and House and Premises thereto belonging". But he resigned in 1788, the cause unknown; and the Governors allowed him the sum of £100 "as a consideration" for the outlay.

On the death of Mr. Sutcliffe in 1782 the Rev. Robert Wilkinson became Curate of Lightcliffe, entering on his duties on July 7th. I have not ascertained whether he was then a Graduate of a University, or whether* he was connected with the neighbourhood. In 1787 he subscribes one guinea to the new set of Bells at the Parish Church and is put down under Hipperholme. He might have been resident in the Township or even Assistant Master† at the School. At any rate he was looked on as a competent man to fill the vacancy at Heath, and on Feb. 4th, 1789, he was elected Master on a salary of £75 a year, which in 1797 was raised to £80. The School gained a celebrity under his tuition, and many "foreigners" resorted to it. At one time the number was so great that several boarded at a house at Moor-bottom, which was pulled down a few years ago. I once heard an old pupil say that there were a hundred scholars at the School, but most of them were boarders. Houses however were wonderfully elastic in those days!

Mr. Wilkinson had probably entered his name on the books of Trinity Hall, Cambridge, which enabled him after

* I have heard it said that he was a Cumberland man.

† I have been told that he was Second Master.

ten years, on satisfying the authorities that he had devoted himself to the study of Theology, to take the Degree of B.D., without going through the usual course of residence at the University. Having thus obtained a Degree in 1790, he proceeded no higher in Divinity, and devoted himself to the duties of his Mastership. For many years the School had a great notoriety in the West Riding; and there was a rivalry between Heath and Hipperholme, the latter claiming a superiority in "manners" and the former in "brains". In 1826 notwithstanding the age of the Master there were several boarders and about 35 free scholars. But for some years before his death, which took place at the end of 1839, there were very few scholars; and one of them tells me that all the time was wasted for the three years he was at the School. Mr. Hudson had also given up Boarders at Hipperholme. Both Schools consequently ceased to attract any scholars from a distance for classical education, and became more or less local Schools. Mr. Hudson died in 1835 and Mr. Wilkinson in 1839; the former had been Lecturer at the Parish Church for 65 years, and the latter Curate of Lightcliffe for 57 years. It is no wonder then that their names should have once been as Household Words in the Parish. Mr. Wilkinson continued in harness till almost the last moment of his life. He was able to attend a dinner given him in the Town by some fifty of his old pupils on Dec. 19th, 1839, and in ten days after he breathed his last. On Dec. 3rd the Governors, who had for some cause allowed him and his predecessor to appoint the Usher, had resolved to adhere to the Statutes for the future and to make the election themselves. This proceeding, which probably concealed some dissatisfaction, and the excitement of the Dinner, may have hastened his end. He was buried on Jan. 7th in Lightcliffe Churchyard. A tablet was erected to his memory in the

Parish Church over the North entrance. The Latin Inscription on it was written by Dr. Lonsdale, Principal of King's College, London, and afterwards Bishop of Lichfield, who before he went to Eton was a pupil of Heath School. Dr. Lonsdale left his name behind him on a pane of the old windows of the School, which were removed in 1861, and on the old Organ Gallery of the Parish Church.

I have about 150 names of pupils who were under him, which were scribbled in the old Dictionaries that I have mentioned, and a few of those pupils are still alive.

The Statutes fixed a period of 6 weeks after a vacancy of the Mastership, within which a new Master was to be appointed, and in the beginning of February, 1840, the choice of the Governors lighted on Edward Sleaf, M.A., of Brasenose College, Oxford. He, however, being a Bachelor and frightened at having to become a house-keeper, immediately resigned on seeing the House. In a few days after, the late Archdeacon Musgrave wrote to the Rev. John Henry Gooch, M.A., who was next best candidate; and he accepted the office, and was elected on Feb. 24th. He had been a scholar of Trinity College, Cambridge, and was at the time one of the Masters at Wakefield Proprietary School, under the Rev. Dr. Butters. Having commenced his duties there, he was unable to enter at once on those of Heath School; but, as there were no scholars at the death of the late Master and the house required much to be done to it, he was allowed to put off residence until July. During the first half-year he entered 34 pupils, and gradually increased the number until he had in 1854 more than 70. Many of his pupils went to the University, and several were successful Candidates for the Milner Scholarship. In 1841 he had been appointed to the New Parochial district of Stainland, but for some time exchanged duties with the Lecturer of the Parish Church, Mr. Gilderdale, who resided at Huddersfield.

He died in July, 1861*, and was succeeded by the Rev. Thomas Cox, M.A., who was formerly scholar of St. John's College, Cambridge. He entered on his duties in October. He found 27 boys in the school, which were increased to 38 by the end of the year. Gradually the School increased to 68, when in 1875 the New Scheme promulgated by the Endowed School Commission came into operation. This has hitherto lessened the numbers, as the Fees were considerably increased and boys had to leave the School at the age of 14, unless they were fit for the higher teaching of the Head Master. Several boys went to the University, among whom were a Senior Classic of 1870 and a successful Candidate for the Milner Scholarship. Mr. Cox has been Lecturer of the Parish Church since August 1871, having been appointed to the post by Archdeacon Musgrave, so that, as he said, some position might be given to the Master of the School.

Prior to Mr. Gooch's time nothing seemed to have been taught but Latin and Greek. He however boldly introduced Mathematics in all their branches. To these Mr. Cox added a systematic study of English Literature and the French Language, and a more extensive acquaintance with Divinity. The New Scheme provides for Drawing, Drill, Science, Chemistry, and other subjects; and it is to be hoped that when it comes fully into operation on the completion of the New Buildings, the School will be found inferior to none in the West Riding.

The History of the School will not be complete without something being said about the efforts of Mr. Cox to raise the position of the School in the eyes of the general public. So little was it regarded that the Local Newspapers would not for several years after his appointment admit a paragraph

* Shortly after his death a stained-glass window was erected by former pupils and friends to his memory in the Holdsworth Chapel at the Parish Church. The subject is Christ among the doctors in the temple.

about the proceedings on the day of delivery of the prizes, unless it was paid for as an advertisement; but at last they yielded and even sent reporters. The examination of the boys was conducted at Midsummer and Christmas by the Masters, until 1866, when the Governors were induced to provide a special Examiner for the Summer Examination. They also out of their own pockets provided two valuable prizes for Classics, and Archdeacon Musgrave two of equal value for Divinity. The Rev. J. H. Warneford also gave three prizes for the encouragement of boys under thirteen years of age in Divinity, English Literature, and Arithmetic. These were in addition to those given by the Masters. But from circumstances, which need not be mentioned, these all ceased when the New Scheme was acted on; and prizes are now annually given from the School Funds; though the Governors formerly thought that they were not allowed to provide them from such a source.

Such is the uneventful history of Heath School. There is no record of the honest efforts of the Masters to make their pupils into scholars in the best sense of the word. It is impossible to tell the good which each produced in his own day. But I have no doubt that the experience of most was the same as my own. I have had the most complimentary letters from parents, and the most grateful letters from pupils. Many, whom circumstances in after life have brought into the neighbourhood, have called on me, and some have gone out of their way even 50 miles to spend an hour at the School. Many remarks which I have made have produced an effect which I never thought of at the time that I made them, and no examination could possibly have brought out their advantage; yet they have influenced for ever the lives of those who heard them. But I am also bound to say that I have received from the parents of some the bitterest letters that could ever have been written.

I shall say nothing at present about the Report of "The Schools' Inquiry Commission", besides mentioning the insertion in it of a long letter from Mr. Cox, which was considered very valuable. I have taken the following complimentary extracts from the General Report.

"It will be seen by reference to the Report on Halifax, that the interests of the majority of the scholars are not always sacrificed to those of the few who are going to College. The whole are taught together; all share in the supervision of the Head Master; and the whole teaching resources of the School are available for every boy. Some are far advanced in Classical learning; while the rest are receiving an Education in all respects adapted to their wants, and more liberal in its character than that of a Commercial School."

"At Halifax great attention has been devoted by the Head Master to English Literature; and the result has been most satisfactory. The following passage occurs in the Report of the Rev. H. G. Robinson (the Examiner of the School); and my own observation fully bears out his testimony:—'I may refer to the Papers in English Literature, as giving evidence of careful teaching and intelligent study. . . A very considerable number of boys showed a really good knowledge of the subjects.'"—*Vol. ix. p. 120.*

"All the ordinary school lessons, the task-work, and written exercises, struck me as being much above the average, both as to the skill with which they had been devised, and the accuracy with which they were performed. . . . There is evidence of great diligence in study. . . . The discipline of the School is excellent."—*Vol. xviii. p. 103.*

"'The old order changeth', but the old School by no means fades from the memory and affection of whilom scholars".—(*Extract from a letter of an old pupil.*)

CHAPTER IX.

THE STATUTES OF THE SCHOOL.

THE Statutes, by which for the most part the School was governed until 1875, are said to have been drawn up by Dr. Hayter, afterwards Bishop of Norwich. In 1727 the Rev. Thomas Hayter was Secretary to the Archbishop of York, and carried on the correspondence on behalf of His Grace with R. Sterne Esq. J.P., when the Archbishop as Visitor of the School was prayed to nominate a new set of Governors. Mr. Hayter told him in 1729, after the new Charter was obtained, that it was for want of Statutes that the difficulty had arisen at Heath School, as if there had never been any before¹, and that His Grace would send "a complete Body of Statutes" as soon as he was informed of certain particulars which he required. He did so in 1730 or 1731. But in Brearcliffe's MSS. there exist certain "Statutes or Orders to be observed in the Free Grammar School of Queen Elizabeth erected for the Vicarage of Halifax". By whom they were drawn up is not known, but they are so curious that they are worth insertion. The bad spelling, the utter disregard paid to stops, the numerous abbreviations, and a peculiar kind of short-hand, make them often very difficult to interpret or decipher, so that I am not sure always of the words. I think however that I have succeeded in every case but *one*.

1 "We the present Governors considering the necessity of statutes to be made without which we do adjudge, and have by experience found the School to be maimed and imperfect in itself.....do ordain and decree &c." So say the Statutes, as if they had emanated from the Governors.

1. The schoolmaster must be painful in teaching his scholars, a man fearing God, zealous of the truth, of a godly conversation², not partial, diligent to train up his scholars not only in other learning and moral virtue, but also in the principles of Christian religion and farther understanding of the Holy Scriptures.

2. The Usher of the School shall be a man sound in religion, sober in life, able to train up the scholars in learning and good manners, obedient to the School-master in all things concerning his office for his manner of teaching and correcting, and shall take upon him the regiment³ of the whole School in the absence of the Master, and then supply his office both in teaching and correcting.

3. The scholars must endeavour⁴ themselves to serve God, obey their parents and masters, and be of a sober behaviour toward all men, whose particular duties be all following:—

(1). That upon the Lord's day and appointed Holydays they come reverently and in due time unto the Church, take a convenient place, hear attentively the Word of God, lay it up in their memories, abuse not those days in play or other vanities; they meditate of the Word and practice it in their lives, pray and praise God publicly in the congregation and privately in their own habitations.

(2). That they take not God's Name in vain by swearing in their ordinary communication, by forswearing, cursing themselves or others, lying, laughing, and vain sporting, idle and light use of God's titles, works, and Word.

2 'Conversation', as in the Bible, always means 'conduct', never 'language', which was 'Communication' as in No. (2).

3. *i. e. regimen, or government*, as Bacon calls his Essay XXX. "Of Regiment of Health".

4. This expression 'to endeavour oneself' is very common at this time. "That we may daily endeavour ourselves to follow" (*Coll: for 2 S. aft. Easter*); "they will evermore endeavour themselves to observe" (*Order of Confirmation*); "I will endeavour myself" (*The Ordering of Deacons*).

(3). That they rise early in the morning, reverence their parents, love and obey both father and mother, and give good example to the whole family.

(4). That they come early to the School without lingering, play, or noise by the way, saluting those they meet, bareheaded.

(5). When the Master or Usher or any stranger entereth into the School, that they salute them, rising up dutifully, and presently sit down again with silence and apply⁵ their books.

(6). That they wander not up and down in the School, but rest orderly in their appointed place, labour their morning task and appointed lectures with great diligence, striving rather for high commendations of their Master and strangers than for rebuke and blame.

(7). They must join with the Master and Usher both morning and evening in prayer for remission of sins, acceptance in Christ, direction by the Spirit to illuminate their understanding; enlarge their capacities, certify their judgments, and confirm their memories; and hear some chapters daily out of the Old and New Testament read publicly in the school with all reverence and attention, that they may repeat the principal contents thereof, if they be called forth by the Master; and sing daily some place⁶ of David in metre to the praise of God for all his mercies with feeling understanding and spiritual rejoicing, with thanks unto God for the founder of the School, and the good benefactors.

5. We should now rather say "apply to their books". In No. (8) we have "apply their lecture". So in an old Book called "*The Schoole of Vertue*" (A.D. 1557). "Thy bokes take out, thy lesson then learne, Humbly thy selfe Behave and governe. Therein takying payne, with all thine industrie, Learynyge to get, thy boke well applye". "Apply your study earnestly". (*Sir H. Sidney*, A.D. 1566).

6. *i. e. passage*, as in the phrase "Common places of a book". One of the books used in Schools in 1612 was "*The Psalms in Metre*", "because children will learn that book with most readiness and delight through the running of the metre, as it is found by experience". (*Brinsley*).

(8). The scholars under the Usher must learn perfectly the grounds of the Latin tongue according to the *Accidence*⁷ and Grammar, skill to decline their nouns, know the declensions, case, genders, and numbers; to join substantive and adjective together accordingly, to conjugate their verbs.....⁸ all moods and tenses with understanding; to understand the concords and conjunctions of all parts of speech, and apply their lectures in *Colo Corderius*^{9a} and the like authors perfectly to the Grammar rule, which being learned by long practice the most days have one hour given to learn to write and be overseen and instructed by the Usher or some at his appointment, that when they can write a legible hand they may from the Usher be promoted to the Master's teaching.

(9). The scholars under the Master must all speak the Latin tongue; the lowest form learn to translate their lectures into English, and out of the English read them again in Latin; the next form be reading Tully,^{9b} Terence, and other classic authors, learn to indite epistles scholarlike, first in English, then in Latin, and learn to make themes with good phrase; the next form beside themes must read poetry, make verses with Ovid and Virgil, join Cæsar's Commentaries, Tully's Orations, and Greek Grammar; and the highest form beside Virgil and Ovid and Terence for

7. That part of Grammar which relates to the outward form of words was till recently called "The *Accidence*", as opposed to the essence of Language. In the Statutes of St. Olave's School, Southwark, we find "As well in Grammar as in *Accidence* and other Low Books".

8. Here is a word which I cannot decipher. It is certainly not "thorow" as "Our Local Portfolio" makes it.

9a *i. e.* in "*Colloquiis Corderii*", a series of dialogues in Latin drawn up for the use of Schools. I have seen mention of an edition as late as 1706 by a Master of Eton School.

9b Tully was the name by which Cicero was generally spoken of in former days.

Latin must read the Greek Testament Greek Horace^{10a} Hesiod or Homer, the Hebrew Grammar,^{10b} and be entered into Logic, make orations, Greek verses, be able to refer their phrases to the places in their authors.

(10). All the scholars under the Master (if Thursday¹¹ be a play-day) must on Friday in the morning bring epistles with good invention, orthography, and disposition, the lowest form in English, the two next in Latin; the first form every third Friday in verse, every second Friday in Greek prose.

(11). No scholar or scholars of what degree so ever shall absent himself from School any day, especially the day either now or after to be appointed for exercises¹², without special licence first obtained of the Master, and a true testimonial per the hands of his parents for his absence that day, and for the first and second time of absence he shall be corrected with a rod; if he be absent the third time he shall be expelled the School. [No. (12) is omitted; or else the following are wrongly numbered.]

10a Brearcliffe has here made some mistake: I think it should be "Poets" instead of "Horace". It is singular that even in the Old Statutes of Harrow School, no Greek Poet but Hesiod is mentioned.

10b Never was the Hebrew Language more cultivated than in the 17th century. The celebrated John Milner taught his son Hebrew at an age when others were only beginning Latin.

11. In the Statutes of Sandwich School, A.D. 1580, it was appointed that every Thursday after dinner [which was early then, so that boys came to School after dinner at one o'clock], when a certain specified thing was done, the children were to be dismissed to play. In the Statutes of Merchant Taylors' School, A.D. 1561, the holiday is to be on Tuesday in the afternoon or Thursday. I mention this because an attempt has been made to fix these Statutes of Heath to a time subsequent to 1647, when the second Thursday in every month was by law set apart for recreation. But it was evidently the usual day at an earlier period; for in a book published in 1612 it is recommended that the afternoon holiday should be "either the Thursday *after the usual custom* or according to the best opportunity of the place".

12. The Exercises or Propheesyings were held on the last Wednesday in each month. They consisted of Sermons by one or more preachers, which were generally discussed by the clergy after the laity had retired.

(13). If any scholar shall run or go out of School at any time into the town or fields without leave first obtained of the Master, upon his return he shall be severely punished or taxed by his Master.

(14). If any scholar shall give, buy, sell, or change his books, apparel, or any other thing, or filch or steal any thing out of the School, he shall be severely punished: if he be convinced¹³ of any like fault the second time, he shall be expelled the School.

(15). They must ever have books, pen, paper, and ink in readiness, and not rent¹⁴ or lose their books but handsomely carry and recarry them.

(16). If any scholar use railing, wrangling, fighting, giving by-names, or offer any the like abuse to his fellows¹⁵ or any stranger in the ways, he shall be severely punished, and if he continue thus to molest and harm others, he shall be expelled the School.

(17). If any scholar brave out contempt against his Master or the Usher, or give out evil words, or be repugnant and refractory to their commandments and rebelliously withstand their correction, or complain of correction moderately given, or tell abroad who are corrected in the School; if he do not presently humble himself and obey the Master and Usher, he shall be expelled the School.

(18). If any scholar shall go undecently in his apparel, and not carry himself reverently in his gesture, words, and deeds, or use long hair on his head¹⁶ undecently or come with face

13. *i. e.* "Convicted" as we should now say. See John viii. 46. "Which of you convinceth me of sin?"

14. "Rent" was formerly used where we now say "Rend".

15. *i. e.* "Companions". "The virgins that be her fellows shall bear her company". Ps. XLV. (*Prayerbook Version*).

16. In "The Book of Demeanor" A.D. 1557 we have:—
"Thy head let that be kembd and trimd, let not thy haire be long,
It is unseemly to the eyes, rebuked by the tongue".

I cannot help inserting an amusing direction at the Grammar School of Lewisham. The boys were not "to wear long curled, frizzled or powdered, or

and hands unwashed, he shall be severely punished, and upon the second admonition, if he do not reform, he shall be expelled the School.

(19). If any scholar upon due proof first had shall find¹⁷ either altogether negligent or incapable of learning, at the discretion of the Master he shall be returned to his friends to be brought up in some other honest trade and exercise of life.

(20). Finally there shall be two prepositors or monitors appointed weekly or longer at the Master's discretion for order and quietness, both in the Church on the holyday and daily in the School and abroad in the town and highways, to set down the faults committed by the scholars without any partiality, and to present their bills¹⁸ to the Master and Usher when they call for them; if they fail herein, they must be punished for the faults committed by others, and what scholar so ever doth not obey these monitors, he shall be subject to the severe censure of the Master or Usher.

Such are the Statutes preserved by Brearcliffe: but as appears from note 1, p. 49, they seem to have^{been} unknown in 1730. Even if they had been known, they would not

Ruffin-like hair, but shall cut their hair and wear it in such sort and manner that both the beauty of their foreheads may be seen, and that their hair shall not grow longer than above one inch below the lowest tips of their ears". The School was founded in 1647.

17. So in Brearcliffe. It may be an error for "be found", but yet "find" may be used as a neuter verb, though I do not remember an instance. This regulation often occurs in old Statutes; for instance in those of Harrow School:—"Those who are unapt to learn shall after one year's pains taken with them to small profit be removed from the School". "Trade" is not used as we use it now: it simply means "course of life", as could be abundantly illustrated. I may mention the "Trade Winds" as meaning "the regular or usual Winds", and not "Winds suitable for trade".

18 i. e. the records of the faults committed.

have answered the requirements of the Archbishop, for it was through the neglect of the Governors that the School had nearly lost its Charter. New Statutes were consequently required which should define the duties of the Governors. No doubt a draft copy came from His Grace which they discussed and altered and returned to Bishopthorpe, and then they received the "authentic seal" of the Archbishop, as allowed by him. More than two-thirds of them refer to the duties of the Governors, which are fully detailed. It is not necessary to mention any of the regulations referring to them; but a few particulars may be welcome concerning the others. The Master was to be well affected to the present settlement in Church and State, (*i. e.* in 1730), to have been a student at Oxford or Cambridge for *five** years at least, and to be well skilled, especially in Grammar and the Latin and Greek tongues. He was to instruct his scholars in the grounds of religion, and to take to church such as lived in or near his house; and every Saturday to examine them in the Church Catechism. He was to read to them, in Latin, Phædrus, Nepos, Cæsar, Terence, Livy, Tully, Ovid, Virgil, and Horace; in Greek, the Greek Testament, Xenophon, Isocrates, Demosthenes, Hesiod, Homer, and Sophocles. He was no longer expected to teach Logic, or Hebrew; and the number of Latin and Greek writers was much enlarged. He was however still to "inform his youth in good nature and good manners", to teach them "to reverence their betters in all places, to be courteous in speech to all men, in their apparel always cleanly, and in their whole carriage joining decency with modesty, and good manners with good

* I do not understand why *five* years should be fixed on, for the degree of B.A. was conferred about three years and a half after entrance; unless at the date of the Statutes further residence was required for the degree of M.A.

learning". Besides the ordinary Grammar, the Usher was to read to his pupils the *Sententiæ pueriles*, Cato*, and Æsop's Fables.

The Master could be absent only twenty days a year and the Usher sixteen; they might take those days "at once or separately", but both were not to be absent together. I suppose this must have been in addition to the fixed holidays†.

The School-hours were from 6 a.m. to 5 p.m. between March 10th and October 10th, and from 8 a.m. to 4 p.m. the remainder of the year, with a rest between 11 and 1.

The vacations were to be for 15 days at Easter, 10 at Whitsuntide, and 21 at Christmas.

There were considerable alterations made in these Statutes in 1842. The Greek and Latin Authors were to be such as were approved of by the Governors from time to time. The Usher was to take such part of the Education as should be prescribed by the Master, subject to the sanction and control of the Governors. The Masters were to be at liberty to absent themselves during the Vacations (as if the Governors had supposed that throughout the year one or other was to be present at the School). The attendance was to be from 9 to 12, and from 2 to 5. The number of Free Scholars was limited to 60.

In 1873 new regulations were drawn up by the Endowed Schools' Commissioners, and are now in force.

* 'Cato' was the title of a Book on "Good Manners": it consisted principally of some couplets in Latin Hexameter verse on various duties of the young. It was a favourite book with schoolmasters in the Middle Ages. Its author, and the time of its production, are quite unknown. Chaucer quotes it. Caxton printed a Translation of it.

† This is especially provided for at some Schools, *e. gr.* at St. Bees, by the insertion of "except" before the fixed holidays; at others, by stating "at such time as School is kept", or similar language.

The subjects of instruction fixed by them are, in the Junior Department, English Grammar, Composition, and Literature; Arithmetic; Elements of Algebra and Geometry; History; Geography; Latin; Some modern language other than English; Natural Science; Drawing; Vocal Music: and in the Senior Department, Greek, and Mathematics, in addition.

CHAPTER X.

ADDITIONAL INFORMATION ABOUT THE MASTERS.

ALTHOUGH mention has already been made of the Masters so far as they affect the history of the School, it will perhaps not be amiss to collect together all that is known of them, partly for the sake of those who take an interest in the School, and partly that others may be guided in their search for additional information about it. Before Newspapers afforded facilities for advertising, the Governors would have to make enquiry among their friends for a suitable candidate; or some member of a College, hearing of the vacancy, would recommend a young friend to the Governors. Hence we see many local names among the early Masters. The qualification of a Master according to the Charter was, that he should be "a meet man learned and cunning* which "hath been student in one of the Universities of this realm "of England the space of five years at the least and hath "profited in learning". As this part of Yorkshire seems to have preferred Oxford to Cambridge in Elizabeth's reign and that of James, most of the early Masters, (and the contemporary Vicars too,) were Oxford men. It is doubtful whether they had been students at either University for

* The substantive "cunning" was a good old English word, meaning "skill". Every body knows the phrase in the Psalms, "Let my right hand forget her cunning"! *i. e.* skill in playing on the harp. By the Statutes of Stockport School the Master is required to "be a discrete man and conning in Gramer and be able of connyng to teche Gramer".

five years; but they must so far have profited by their residence there, as to be fit to prepare others to become University students. In fact Learning was then a business, and no one was fit to practise it, until he had gone through a certain course in a manner satisfactory to the Authorities of the Universities. It is singular that nothing is said of the necessity of the Master being in Holy Orders, as was generally the case in Grammar Schools; nor can we tell whether the early Masters were so, as it was not the practice then to put "Rev." before the names of clergymen. Mr. Greenwood in 1651 is the first, of whom we can positively say that he was ordained. In the Registers of the time Mr.*, *i. e.*, 'Magister' seems put only before Graduates of the University, whether clerical or lay, and the landed Gentry; a clergyman being more especially designated by 'clericus' or 'clerk', put after his name. At first, the Schoolmaster was called 'informator', and his duty was 'to inform', *i. e.*, to form or train his pupils to learning or good manners: afterwards he is called 'ludimagister' or 'schoolmaster', *i. e.*, master or head of the school. It was the Master's duty to read Authors to† his pupils, and call on them to repeat to him what he had taught them, as books were scarce. Hence it was that an Usher was required to prepare the pupils for profiting by the Master's teaching.

I will now proceed to give some account of the Masters.

* "He shall be called Master, which is the title that men give to esquires and gentlemen, and be reported ever after". (*Harrison, abt. 1577*). "He could not be reckoned among the gentry, though he was called by the name of Mr. Lomax". (*Memoirs of Colonel Hutchinson*). 'Esquire' was not so common then as now: its use in 1602 may be seen from a passage in a Comedy of that date, called "The Return from Parnassus", in which occurs the line,

"They purchase lands, and now Esquiers are made".

† The Statutes of Sandwich School are very particular in stating what books each "form shall have read to them".

I. 1600—160.. RICHARD WILKINSON, B.A.

This Master seems to have been elected August 20th, 1600, according to a statement of the Governors before a Commission of Enquiry in a chancery suit in 1627. (*L. P. CLII.*) The letter of his Presentation to the Archbishop is dated Aug. 29th; a copy of it is preserved in the Parish Registers, which I will give for the pupils to try their learning on.

Presentatio Rich: Wilkinson ad officiū M^{ri} Informatoris Scholæ Vicariat: de Halifax.

Reverendissimo in xpo patri ac dnō, dnō Matheo Archiēpo Eborū, Angliæ Primati et Metropolitano, v'ri humiles filii Gubernatores possessionū revenconū et bonorū Liberæ Gramaticalis Scholæ dnæ Reginæ Elizabeth in p'ochia et vicariatu de Halyfax in com: Eborū v'ræque Eborū dieces: Salutem in dnō sempiternā. Ad Scholam Gramaticālē p'dictam iam vacant' Richardū Wilkinson in artib^s baccalauriū p' nos electū ad officiū m'ri informatoris eiusdē scholæ dominationi v'ræ p'sentam^s humiliter rogantes ut p'dictū Richardu in magistrū informatore Scholæ p'dictæ admittatis, ceteraq: oīa et singula p'ficere et p'implere quæ v'ro in hac p'te incubēt officio pastoralī velitis cū favore, dat' apud Bradley in vicariatu p'dict' vicesimo nono die Augusti a^o p'dictæ d'næ n'ræ Elizabeth Dei grā Angliæ, ffranciæ et hybernæ Reginæ fidei defensor' Quadragesimo secundo. In cui^s rei testimoniū Sigillū n'rm cōmune apposui^s die et anno supradictis.

I know nothing more of this Master. His name was a very common one. There was a family of this name at Brackenbed, a member of which was Vicar of Halifax, 1438-1480. There was another at Elland, connected with the Saviles. One member of it was great grandmother of

Sir John Savile, and his sister Janet also married a William Wilkinson. Three of the Elland family, Henry, John, and William, were students at Oxford. Henry was afterwards Incumbent of Waddesdon, Bucks., and one of the Assembly of Divines, and John was Principal of Magdalen Hall, and afterwards of Magdalen College. He was appointed Tutor to Henry, Prince of Wales, when he matriculated at Magdalen College. There was another family of the name at Bradford. Euphemia, a daughter of Richard Wilkinson of this family, was married to George son of Robert Waterhouse of Harthill, and seems to have lived at Siddal. Another daughter of this Richard seems to have married William Rookes of Rookes' Hall, Hipperholme: their son Jonas became a Fellow of University College.

I have found the following, but do not know whether any of them refers to our Master:—

- 1594 Married Sep. 15, Rich: Wilkinson & Grace Whitwham. (P.R.)
- 1598 „ July 14, Rich: Wilkinson & Dorothy Wilkinson. (P.R.)
- 1608 „ Feb. 7, Richardus Wilkinson et Jana Ramsden.
(Elland Register.)

II. 160.—1629. ROBERT BYRRON*.

His name is also spelled in the Parish Register Byron and Birron, in Brearcliffe Burron, as well as Byrron†. There is also Biron, among the disbursements of money for the School, in L.P. CLI. In L.P. No. LV., there is a copy of an account of sums of money received by him, from which it appears that he was Master in 1603. He there signs himself Byrron.

* He may have been of a Halifax family, as there occurs in P.R. under 7 Feb. 1600, the burial of "Thoms: Byron Hal".

† There was a Curate of Sowerby at the end of the century whose name is written Baron, Barron, Berron, Burren, Burron, and Byron in the Waterhouse Charity Accounts.

Married 1604, Oct. 16. { Robt. Byron Informator Scholæ Græ.
Grace Deane (P.R.)

Buried 1629, April 28. Robt. Birron Sk. publicæ Scholæ
Gramaticalis secundus a fundatione
magister. (P.R.)

He is said to have given two books to the Parish Church Library*, viz, "Aretinus Felinus (*i. e.* Martin Bucer) on the Psalms", and "Thomas Aquinas on the Evangelists".

One Daniel Foxcroft, of Weetwood near Leeds, who was Mayor of Leeds in 1665 and died 1691, the son of Samuel Foxcroft and Grace Lister, married "Abigail, daughter of Mr. Birron†". She might have been a relation of our Master. A Daniel Foxcroft acted as one of the Attorneys of the School in connection with the lands given by the Saviles, was a Churchwarden in 1599, a Subscriber of £3 towards the completion of the School-buildings, and a Governor in 1607. A Daniel Foxcroft also gave £5 in 1635 towards the Endowment. He is described as "living out of the Vicarage"; also, "late of Ealand Hall, Gent". One of the Wades married a Judith Foxcroft, of New Grange, near Leeds.

III. 1629—164.. FRANCIS COCKMAN.

This Master seems strangely to have escaped the notice of Watson, although he is three times in the Parish Registers called 'ludimagister' or 'publicus ludimagister'. His marriage is thus entered:—

1630 Aug. 24. { Francis Cockman publ. ludimag.
Grace Ward per Liām. Skir.

* This Library received a large number of Books from Simon Sterne, the Father of Richard Sterne. They seem to have been principally presentation copies made by their authors to Abp. Sterne, his father.

† See The Pedigree of Foxcroft in *Ducatus Leodiensis*.

Six Children are mentioned as baptised between 1631 and 1643, Esther, Anna, Mary, John, Grace, and Thomas.

There was a family at Lightcliffe of that name in 1649, for we find a *Mr. Cockman* rated to Lightcliffe Chapel, as the occupier of a seat; and it was *Mr. Henry Hoile* of Lightcliffe, who recommended *Francis Cockman* to *R. Sunderland*, a Governor of the School, as a suitable Master. The Registers also tell us of a *Francis Cockman* of Southowram in 1645; and of one *Elizabeth Cockman* of Southowram, buried in 1679: also of the burial of the Widow of *Richard Cockman* of Warley in 1669.

In conjunction with the Governors, *H. Ramsden* and *R. Sunderland*, in 1629, he signs a recommendation of one *Mr. Crag* for the office of Usher; and in 1634 he is thrice mentioned as witness to a document concerning the transfer of property to the Governors. (*L.P. CLV, CLVI.*)

Thomas Cockman, Master of University College (1722-1744) was son of a Clergyman in Kent. I have also met with the marriage of the daughter of a *John Cockman, M.D.*, about 1725 or so.

IV. 16..—1651. — MARSH, OR MARCH.

Watson merely says "Master in 1649, as appears from the book belonging to *Mr. Waterhouse's Trustees*".

In this book I find the following two entries:—

1649 "Paid to *Mr. March* Mayster of the fire skoll".

1650 "To *Mr. Marshe* Mr of ffreeschoole".

V. 1651*—1666. PAUL GREENWOOD.

The *Greenwoods* seem to have been as numerous in the Parish of Halifax as they are now. In the early part of

* 1651 Dec. 24 "To *Mr. Greenwood* Mr of the freschoole £1 0s. 0d." This entry in the *Waterhouse Charity Books* shews that *Watson* was wrong in giving 1652 as the date of his appointment.

the century a Charles Greenwood, who had been fellow of University College, was a travelling Tutor to Thomas Wentworth, afterwards Earl of Strafford, and subsequently Rector of Thornhill from 1612 to 1644, and his friend and counsellor concerning his estates. He was also one of the trustees to whom the estates of the Earl, which had been lost by his attainure, were conveyed on their restoration by the King. He was a benefactor to University College. In 1635 he gave £20 to Heath School, and subsequently bequeathed money for a School at Heptonstall, by a will dated July 14th, 1642. There were also two Daniel Greenwoods of Sowerby, of whom I have already spoken, and others. But I do not find how our Master was connected with them. In 1654 he married one Judith Newton, and had several children, mentioned in P.R. There is a daughter of one Mr. Paul Greenwood of Methley, mentioned as buried at Halifax in 1670. But I do not find that our Master was connected with Methley at all. He is mentioned in 1658 and 1664 as Curate of Illingworth. He resigned the Mastership on being appointed to the Vicarage of Dewsbury, to which he was instituted May 29th, 1666*. He died Feb. 1st, 1667-8. The only mention I have found of him is that on Jan. 31st, 1659, he preached a sermon at the funeral of Jonas Hemingway of Mytholme, an abstract of which in shorthand is still preserved at Shibden Hall.

VI. 1666—1688. JOHN DOUGHTY.

There are several Doughtys mentioned in connection with Ovenden; for instance Michael, whose name occurs in Dr. Favour's first list of subscribers to the School; and John,

* Here again Watson is wrong in his date. He appears in the Waterhouse Charity Books as "maister of ye ffreeschool" under Dec. 30, 1665, though Watson says he resigned in 1664.

who is mentioned as being of the University of Oxford in 1640. There was also a John Doughty, fellow of Merton College in 1618, which may be the same as the preceding.

A John Doughty graduated B.A. at Cambridge in 1663, being of Caius College: but there is nothing to shew whether our Master was an Oxford or Cambridge man. The entries in P.R. which relate to him are:—

Bap.	1668	Feb. 22	}	Jana Mri. Jo: Doughty	Skircoat
Buried	,,	Mar. 7			
,,	1669	Oct. 31		Ux: [<i>i.e.</i> wife] Mri. Jo: Doughty	Skircoat
,,	1688	Oct. 14		Mr. Jōnes Doughty de Skircote Ludi	
				Magister.	

He received his last payment from the Waterhouse Charity on Sep. 5th, 1688.

In 1681 a John Doughty, perhaps a relative, became Master of Repton School.

VII. 1688—1728. THOMAS LISTER, M.B*.

There were several families of Lister in this neighbourhood, but I have not been able to connect him with any. There was a Craven family of the name, some of whom were noted physicians, but our Master does not appear in their pedigree.

Thomas Lister graduated M.B. at Cambridge in 1688, being of Jesus College. Among the subscribers to new Almshouses for the Waterhouse Charity in 1724 are

“Timothy Booth 1s. 0d.

“Mr. Lister of freeschool 10s. 0d.

I have said so much about him in the History, and in the account of Laurence Sterne, that I have nothing more to say here. The only entry in P.R. is, “Buried 1728, April 25, Mr. Thos. Lister, Skircoat, Schoolmaster”.

* The qualifications of the Master in Bristol School were “Master of Arts, a Bachelor of Laws or *Physic*, of two years standing”.

A Thomas Lister, B.A., whom Wright calls M.A., was Curate of Southowram from 1718 to 1730, perhaps a relation. His successor's Licence at any rate bears date August 1730. (P.R.) He may have been a son of the Master. The signatures of the two in the Waterhouse Charity Accounts are very much alike; and the younger one signs for the elder in 1727.

. Since the above was in type, I have seen a memorandum book of Mr. James Lister, of Shibden Hall, for 1703, in which he says "Paid to Coz. Lister of free school . . . ten shillings". I have also seen the Ledger of the principal Apothecary of Halifax, in which there are numerous accounts due from Thomas Lister of free school, and among them "Harry Scolfeild's bill", he being probably a boarder.

VIII*. 1730—1731. CHRISTOPHER JACKSON, B.A.

There were many Jacksons who held livings at Doncaster and the neighbourhood, Adel, Penistone, and Sowerby, just before his time. Two were named Christopher, one at Doncaster and one at Sowerby. Perhaps he was connected with their family.

He soon resigned his post: and nothing more is found about him. Even his signature does not occur in the Waterhouse Charity Books.

IX. 1731—1733. EDWARD TOPHAM, B.A.

Topham seems to have been a common clerical name in Yorkshire. Seven of that name held livings in Craven within 100 years. The most celebrated one of that name was Francis Topham, LL.D., 1739, Dean of the Arches in York in the middle of the eighteenth century†. There was a monument in old Doncaster Church to an Edward Topham, who was born about 1752, and had been educated at Trinity College, Cambridge.

* There was no Master from April 1728 to some time in 1730.

† He was satirised by Laurence Sterne. See *Fitzgerald's Life of Sterne*.

Our Master graduated B.A. at Cambridge in 1729, being of Trinity College, of which he afterwards became a Fellow. Wright gives Matthew as the name of our Master. It is singular that there was a Matthew Topham of St. John's, who graduated B.A. in 1727, and was consequently at St. John's when Wright was. Perhaps he was a relation and assisted Edward.

Edward Topham, according to Watson, published a sermon preached in Selby Church, of which I know nothing.

X. 1733—1744. JOHN HOLDSWORTH, M.A.

This Master may have been a relation of Thomas Holdsworth, who had the Cure of Southowram from 1730 to 1746.

He was licenced Curate of Coley in Nov., 1733, but I do not know whether that was before or after his appointment to the Mastership. He vacated that Cure on being appointed Lecturer of the Parish Church in July 1740, apparently on the resignation of the Rev. Francis Parratt*, who had been Lecturer for 50 years. He was married, for shortly after his death there appears in the Governors' accounts an entry of a sum of money paid to "Widdow Holdsworth".

His burial is thus entered in P.R.:—

"1744, Apr. 27., The Rev. John Holdsworth M.A. Lecturer and Master of the Free School of Halifax".

XI. 1744—1753. SAMUEL OGDEN, M.A.

"June 11. Mr. Samuel Ogden was on the . . . day of this instant duly nominated. The said (S. O.) has took his Corporall Oath." (*Governors' Minute Book.*)

* Spelled Parrott, Parrot, Perrott, Parratt, Parrat. Mr. Holdsworth's Licence is dated July 8th, 1740, but Mr. Parratt did not die till December 23rd, 1741. He spells the name himself *Parratt* in signing a receipt.



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the 1990s, the number of people in the United States who are 65 years of age or older is projected to increase from 20 million to 30 million, and the number of people 75 years of age or older is projected to increase from 10 million to 15 million (U.S. Census Bureau, 1996).

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REV. SAMUEL OGDEN, D.D.

*From a Chalk Drawing in the Master's Lodge, St. John's College, Cambridge,
by the kind permission of the REV. W. II. BATESON, D.D.*

He was the most celebrated of all who became Masters of the School, and we have a good deal of information about him. He was born at Manchester, July 28th, 1716, the son of Thomas Ogden a dyer, and the grandson of an old Puritan Divine. He was educated at the Grammar School of Manchester, Henry Brooke of Oriel College being then Master. He went up to Cambridge in 1733 as subsizer* of King's College, but in 1736 migrated to St. John's, where he became Scholar, and in March 1739 Fellow. He graduated B.A. 1737, M.A. 1741, B.D. 1748, D.D. 1753. He was appointed Curate of Coley when only in Deacon's Orders, in Feb. 1740-†, and Curate of Elland in June 1747. He was ordained Deacon by the Bishop of Chester in June 1740, and Priest by the Bishop of Lincoln in November 1741. He resigned his Mastership in March 1753, and then went to reside on his Fellowship at St. John's, but he continued to hold the Curacy of Elland until 1762. His successor was George Burnet, whose Licence is dated Jan. 19th, 1762. Watson puts Burnet's appointment in Nov. 1747, but he probably became Ogden's deputy then. In 1753 the Duke of Newcastle, Chancellor of the University, visited Cambridge, and was present at the Disputation which Mr. Ogden conducted for his Degree of D.D. His Grace was so pleased with his performance, that he afterwards presented him to the Vicarage of Damerham in Wiltshire, an appointment which he could hold with his Fellowship. In 1758 he published two sermons which he preached before the

* A subsizer would be one of the lowest of the sizers, or waiters on the fellows. This institution helped to raise many men of greater wits than means to high positions in the University.

† How little we can depend on printed books! In a Memoir prefixed to his sermons by Dr. Hallifax he is spoken of as being elected Master in 1744, and *then* appointed to Coley, but his Licence is dated 1740, according to the copy in P.R. Thoresby also says that he was *afterwards* appointed to Coley.

University, and prefixed to them "a handsome dedication" to His Grace. In 1764 he was appointed to the Woodwardian Professorship of Geology: it shews the sad state of things at that time, that he had to pay 100 guineas* for his appointment. In 1765 and 1776 he was an unsuccessful Candidate for the Mastership of the College. In 1766 he exchanged the living of Damerham, which was so far from his beloved Cambridge, for the Rectory of Stansfield in Suffolk; and in the same year was presented by his College to the Rectory of Lawford in Essex. He had never been an idle man: for some time, after he went to reside on his Fellowship, he had the charge of St. Sepulchre's Church in Cambridge, where he "was constantly attended by a numerous audience, consisting principally of the younger members of the University". It is a pity that Halifax could not retain him, but Schoolmasters do not find much favour anywhere; and it is a wonder that he stayed here so long as he did, for his income, varying with the proceeds of the School estates, was in 1744 only £35, in 1745 £37, in 1738 £31 10s., and 1748 £30, though in the latter year the Governors gave him "liberty to let the School-house and lands", he probably having a house at Elland to reside in. He had a paralytic stroke in 1777 and died March 22nd, 1778; he was buried in St. Sepulchre's Church.

I will add to this a brief description of him, derived from Whitaker's edition of Thoresby's *Ducatus Leodiensis*. He was stout, athletic, sallow, stern, and had vivid black eyes. The tone of his voice was deep and solemn. His manner in preaching was impressive; his sentences were concise and pointed; his style was of the purest taste. "He was one of those gifted orators who equally attract the learned and the illiterate; who are heard with equal

* So says Nichols in his *Literary Anecdotes*.

admiration and delight in the pulpit of a University or by a congregation of peasants* ". Add to this what I have said in Chap. VIII. I have also found in the writings of a contemporary the following statements, worth preserving. After speaking of him as "a very eccentric character", he says:—"He was a man of good property; and, although in many instances very penurious, yet he was remarkably fond of good living, and had upon one occasion characterised the goose as a silly bird—too much for one, and not enough for two. He would dine out whenever he had an opportunity, but pleaded his age and infirmities for asking no one in return".

"He was always unsuccessful in his applications for preferment. It was only his reputed wealth that made him a *produceable* man, for he was singularly uncouth in his manner, and spoke his mind very freely upon all occasions". "From the singularity of Dr. Ogden's manner, as well of his matter, he was very popular in the pulpit: he preached at the Round Church [*i. e.*, St. Sepulchre's], which was always crowded. His successor in the parish was Dr. Hallifax, who affected his tone and manner of delivery, but did not succeed in attracting so numerous a congregation".

Dr. Hallifax published a volume of Dr. Ogden's sermons, which he had prepared for the press before his death. They are 52 in number, and so brief, that each would take about ten minutes to read aloud: in fact he had adopted the unusual method of reducing them to the smallest possible compass, so that the passages of Scripture which are quoted seem out of all proportion to the rest of the sermon. They were popular enough to be reprinted: indeed the copy which I possess is the Fourth Edition. In the Memoir prefixed to them Dr. Hallifax says:—"In common life there was a real or apparent rusticity attending his address, which

* "The celebrated preacher, Dr. Ogden". *Nichols' Illustrations.*

disgusted those who were strangers to his character. But this prejudice soon wore off, as the intimacy with him increased: and notwithstanding the sternness and even ferocity he would sometimes throw into his countenance, he was in truth one of the most humane and tender-hearted men I have known".

I will conclude this account with a *bon mot* attributed to him. One day he was at a dinner given by Lord Hardwick to the Authorities of the University, when a butler drew a bottle of pale brandy by mistake for champagne. The Doctor emptied his glass. His Lordship at once expressed his surprise that he had not noticed the mistake. "I did not remark it to you, my Lord", said he, "because I felt it my duty to take whatever you thought proper to offer, if not with pleasure, at least in silence".

"He published two sermons, preached before the University in 1758; one from 1 Thess. v. 13, on May 29th, being the anniversary of the Restoration of King Charles II; the other from Deut. iv. 6, on June 22nd, being the anniversary of His Majesty King George II". "He also published some sermons on the efficacy of Prayer and Intercession".

"Soon after the death of his father in 1766, he wrote a Latin Epitaph to his memory, and caused it to be fixed at his own expense on a marble tablet in the Collegiate Church in Manchester".

XII. 1753—1771. THOMAS WEST, B.A.

He was elected in April 1753, and sworn in on August 22nd; he entered on his duties in September. He was in Orders, when elected. The only Graduate of the name, that I can find, was of Emmanuel College, Cambridge, B.A. 1736.

A Thomas West was Curate of Luddenden from 1761 to 1769, and of Ripponden from 1770 to 1795. The Ripponden Register says "The Rev. Mr. T. West A.B. entered to the



REV. RICHARD HUDSON, M.A.

A.T. 86.

*From an Engraving in the possession of REV. JAMES HOFF,
and by his kind permission.*

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curacy of Ripponden 15 July 1770". On his gravestone he is mentioned as having died Nov. 1st, 1795, in the 82nd year of his age. His wife Mary died March 27th, 1784, in the 74th year of her age.

Among the marriages in 1747, in P.R., we find "July 14, Tho: West, Clerk, and Mary Allenson Hal. Spr.", so that he was probably resident in this neighbourhood before his appointment to Heath School.

XIII. 1771—1782. RICHARD HUDSON, M.A.

He graduated B.A. at Cambridge in 1768, being of Queen's College. He was the Eighth Wrangler of his year, and became Fellow of his College. He proceeded M.A. in 1771. In 1770 we find him Lecturer of the Parish Church; and on June 11th, 1771, he was elected Master of the School, an office which he held until his election to Hipperholme School, April 25th, 1782. He removed there in the following June. He is mentioned in 1787 under Halifax as subscribing £5 5s. 0d. to the New Bells at the Parish Church. He seems to have been connected with Hipperholme by birth. In 1739 one Rev. Thomas Hudson is described as "late of Hipperholme" in a tablet to the memory of a child buried at Coley. He became Master of Bingley School and died in 1756. He had another son Thomas who became Fellow of Christ's College, and was, if I am not mistaken, Vicar of Idle, and died Master of Bingley School, in 1785. He had also a daughter Martha, who was the second wife of the Rev. Richard Hartley, Vicar of Bingley. Their son, who was also named Richard, was Master of the School and Vicar of Bingley, and married as his second wife Martha, the daughter of our Master. But there are earlier notices of the Hudsons both at Bingley and Hipperholme. Thomas Hudson of Bingley brings before the Pious Uses Commission in 1619 notice of the will of Michael Broadley. Matthew

Broadley the founder of the School at Hipperholme, had lands there, and Mr. Sunderland afterwards added to the endowment out of lands at Bingley. A Richard Hudson had a seat in Lightcliffe Church in 1634; and a Martha Hudson's name also occurs in a List of Missionary Subscriptions in 1653, preserved by Brearcliffe. Hence we may infer that when Richard Hudson left Heath for Hipperholme, he went there for the sake of old associations, many generations of his family having lived in that Township. He died March 28th, 1835, and was buried at Coley. There is a Tablet to his memory in the Church, on which it is recorded that he was "Master of Hipperholme 53 years, 65 yrs Lecturer of Halifax, Incumbent of Bolderstone* nr Sheffield, and Vicar of Cockerham nr Lancaster. Integer Vitæ".

In P.R. 1661 Oct. 16. buried, "Rich: Rich: Hudson Hipp".

„ 1727 June 11. married "Abraham Speight Cloth^r & Drusillah Hudson of Hipperholme".

In 1731, Thomas Hudson had a lease (£9 per ann:) from the Waterhouse Charity, as appears in the Charity's Accounts.

In 1734, Thomas Hudson is a Trustee under Grace Ramsden's will by which lands in Bingley were given for a School in Elland.

1746. Dec. 5, married at Lightcliffe, "Mr. Josh. Garthside and Mrs. Unice Hudson".

1790. Jan. 21, buried at Coley, "Eliz^h Wife of Rich^d Hudson, Clerk, Hip".

XIV. 1783—1788. GOUGH WILLIS KEMPSON, M.A.

He was of Christ Church, Oxford, B.A., 1773; M.A., 1779.

He was in Orders: he is styled Rev. as a subscriber to the Parish Church Bells of £1 1s. 0d. in 1787. He was

* Called also Bolsterstone, and Bolterstone, near Wortley.

"nominated and elected" Jan. 15th, 1783, Mr. Moss* having carried on the School from June to December 1782. He was evidently of an antiquarian family, as both Gough and Willis were celebrated antiquarians. He resigned his Mastership Dec. 11th, 1788.

XV. 1789—1839. ROBERT WILKINSON†.

He was 'nominated' Dec. 18th, 1788, and 'elected' Feb. 4th, 1789, according to the Governors' Book. In 1790 he was appointed Vicar of Darton near Barnsley on the death of Mr. Fisher in August, by Col. Beaumont. His salary was at first £75, afterwards increased to £80. In 1826, the Charity Commission recommended an increase to his salary, the Governors having been saving up money for other purposes; they say "It appears to us, regard being had to the amount of the revenues and to the services of the present Master (to whose stipend no addition appears to have been made for upwards of thirty years) that he has a fair claim to a very considerable increase of salary, and that however commendable it may be to provide for the future prosperity, in point of revenue, of the charity, that object has in this instance obtained too exclusive a degree of attention, at the expense of him who is to be considered principally interested in the trust property, as tenant for life". (*Crabtree*, p. 177). In March 1827 the Governors

* I am told that the Rev. Anthony Moss, who was afterwards Curate of Illingworth, was one of the Masters of the School: but the Governors speak of a Rev. Matthew Moss, whose widow is mentioned in 1799 in their Books.

† He was in Orders before 1777, for he signs a marriage certificate in P.R. on Jan. 5th, 1777, as "Assistant Curate of Lightcliffe". He became Curate of Lightcliffe in 1782, entering on the Curacy on July 7th. On July 15th, 1782, he married Sarah Robinson of Hipperholme at the Parish Church. He is said to have been a native of Cumberland, which county he visited often; but in Coley Register there occurs a baptism of a daughter of Robt. Wilkinson of Hipperholme in 1763, and a burial of Robt. Wilkinson of Shelfe in 1789.

resolved that "the Mr. receive the whole Income of the Charity, deducting the actual expenses, and also receive the interest on sum reserved for contingencies . . . and exercise his discretion in the choice and payment of an Usher".

There is an account of the dinner given him just before his death in the Halifax Guardian of Dec. 21st, 1839.

The Tablet erected to his memory in the Parish Church is as follows:—

M. S.

Roberti Wilkinson S. T. B.

Scholae Pvblicae in agro Skircotiano

Annos plvs qvam L.

Praefecti Optvmi.

Vixit ann. LXXXVI. Decessit A. S. MDCCCXXXIX.

Et Sarae vxoris eivs praestantissimae.

Vixit ann. LXXIII. Decessit A. S. MDCCCXXXIII.

Erat ille si qvis alijs

In pveris institvendis

Strenvvs Solers Sanctvs.

Haec vero in domestica discipvlorum cvra

Cvstos vnice fidelis

Patrona benignissima

Et tantvm non mater.

Ossibvs amborum in eodem seplcro

Provt mvtvum amorem decebat

Alibi conditis

Hoc monvmentvm pietatis ergo

Grati alvmni

P. C.

All his old pupils speak highly of Mrs. Wilkinson, who is described in the epitaph as "tantum non mater", *i. e.*, "all but a mother". He had a large family. I have counted eight in the Lightcliffe Register, sons and daughters, but they died young except three (?) daughters, two of whom were married.



REV. JOHN HENRY GOOCH, M.A.

From a Photograph, by the kind permission of MRS. SMITH and MISS GOOCH.

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XVI*. 1840—1861. JOHN HENRY GOOCH, M.A.

Mr. Gooch was a native of Suffolk, and educated by his father, until he went up to Trinity College, Cambridge, where he gained several Prizes and a Scholarship. He graduated B.A. in 1834, when he was 14th Wrangler, and in the 3rd class of the Classical Tripos. He became M.A. 1837. From 1838 to 1840 he was Assistant Master at Wakefield Proprietary School, under the Rev. G. A. Butterson, B.D. He was for two years Incumbent of Alverthorpe, near Wakefield. By marrying the daughter of F. Maude, Esq., of Alverthorpe, he brought back into the parish of Halifax a descendant from the old family of the Maudes who lived in Stainland more than 300 years ago, a member of which family was Vicar of Wakefield in Dr. Favour's time, and figures in his subscription List.

Mr. Gooch published a Sermon on the death of Mr. Atkinson, Curate of Elland; an Address to "the Halifax Church School Teachers' Association" in 1854; and a book on the Church Catechism for Schools, which reached a second edition in 1860.

He died July 22nd, 1861, leaving behind him a widow, but no children.

XVII. 1861. THOMAS COX, M.A.

Mr. Cox received his education at Birmingham Grammar School under the Rev. Dr. Jeune (Late Bishop of Peterborough) and the Rev. Mr. Lee (Late Bishop of Manchester). He proceeded to St. John's College, Cambridge, where he gained several Prizes, and became a Foundation Scholar of the College and Sub-sacrist. He took his degree of B.A. in 1845 and M.A. 1848. He was 35th Sen. Opt., and 5th in

* Mr. Sleaf's name is omitted from the list, as, though elected, he never took the Official Oath.

the First Class of the Classical Tripos. He was one of the Masters at the Preston Grammar School from 1850 to 1857, and Principal of Avenham House School from 1858 to 1861. He was elected Master of Heath School, August 28th, 1861, out of 45 Candidates, and qualified September 18th.

In July 1871 he was nominated by the Ven. Archdeacon Musgrave, Vicar of Halifax, to the office of Afternoon Lecturer at the Parish Church, an appointment by which he also acts as Chaplain to Waterhouse's Charity.

He has published "Two Lectures on the state of Education in the Sixteenth Century", 1869: and "Six Sermons delivered at the Parish Church, Halifax", 1878.

He has also delivered in Halifax Lectures on "Education in the Sixteenth Century", "Universities and Degrees", "The Tale of Troy Divine, illustrated by readings from Homer", "The Patron Saints of England, Scotland, and Ireland", "The Dark Ages", "Influence of the Church on the State prior to the Reformation", "The Amenities of Etymology", "Words", "The History of the Formation of the Book of Common Prayer", "The Irruption of the Barbarians into Europe", and some others. He also wrote the Address presented to the late Archdeacon Musgrave on completing his eightieth year, the inscription on the Verger's Mace presented to the Church by the Archdeacon's sons, the Libretto of Dr. Roberts' "Jonah", and Verses on the occasion of the public thanksgiving for the recovery of the Prince of Wales in 1872.

The Election of the Master had to be confirmed by the Archbishop of York, until the new Scheme of the Endowed Schools Commission. I do not know whether the Master-elect had to appear in person before His Grace. The only trace of a "Presentation", which I have found since that of the



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THOMAS COX, M.A.

Photographed 1870

First Master, is in an entry in the Governors' Books under 1753:—"Drawing y^e Presentation 3.. 6.", a lawyer's fee, probably. As I have already given the first, I will now give the last "Presentation".

To the Most Reverend Father in God Charles Thomas by Divine Providence Lord Archbishop of York primate of England and Metropolitan or to any person or persons having sufficient authority in this behalf.

We the Governors of the Free Grammar School of Queen Elizabeth in the Parish and Vicarage of Halifax in the County of York the true and undoubted Patrons of the Mastership of the said Grammar School send Greeting.

We present to your Grace our well beloved in Christ The Reverend Thomas Cox, Clerk, Master of Arts, (who hath been duly nominated and elected by us Master of the said Grammar School in the room of the Reverend John Henry Gooch Clerk, Master of Arts deceased the last Master thereof) for your Grace's approval as Master of the said School. And we do humbly pray that you would be graciously pleased to approve of such our nomination and election.

In witness whereof we have hereunto affixed our Common Seal this twenty eighth day of August in the year of our Lord one thousand eight hundred and sixty one.

13—1771	Thomas West, M.A.	{ Curate of Luddenden Curate of Ripponden	Resigned
1771—1782	Richard Hudson, M.A.	Lecturer of Halifax	Resigned
1783—1788	Gough Willis Kempson, M.A.		Resigned
1789—1839	Robert Wilkinson	{ Curate of Lightcliffe and Vicar of Darton	Died, Dec., 1839
1840—1861	John Henry Gooch, M.A.	Curate of Stainland	Died, July, 1861
1861	Thomas Cox, M.A.	Lecturer of Halifax	

* Mentioned in 1649 & 1650.

Hen Greame

Ri: Sterne.

Rich: Taylor

FAC-SIMILES OF AUTOGRAPHS.

As many persons feel an interest in Autographs, I lay before them a page for their gratification. All but Mr. Gooch's and Mr. Cox's are to be found in the Account Books of the Waterhouse Charity, appended to receipts for a sum of money bequeathed by Nathaniel Waterhouse to the School. R. Sterne and R. Taylor were the Governors appointed in 1730 to receive the sums payable to the estate. Since Mr. Wilkinson's time the bequest has been paid directly to the Governors.

R. Wilkinson *Henry Gooch*

Thomas Cox

Years in which
their names are
mentioned.

2. USHERS*.

160.	— Hubert (L.P.)
1629	— Crag, a Graduate of Cambridge. (B.)
1632	Robert Bolton, buried May 11th, 1632. (P.R.)
1671	(?) Thomas Preston, described in P.R. as Ludimagister.
1727	(?) Abraham Milner†.
1744 Jan. 11	Richard Sutcliffe, Curate of Lightcliffe in 1752; Master of Hipperholme School before 1771; died 1782.
1757	— Fish.
1759	— Bland.
1763	George Hutchinson, resigned.
1770 July 2	David Sutcliffe, in orders before 1775.
1782	— Houghton.
"	Matthew Moss, died about 1799.
1813	— Sutcliffe; afterwards Curate of Darton, under Mr. Wilkinson, and Master of Barnsley School.
181.	Joseph Edwards; afterwards a Master in King's College School, London.

N.B.—There was no Usher appointed by the Governors for many years, Mr. Wilkinson receiving the whole Income and choosing and paying Assistants at his pleasure, so that it is doubtful whether the two preceding were really Ushers. In 1840, the Governors resumed their rights, which they exercised until the Scheme of the Endowed Schools Commission

* Grammar Schools were generally provided with two Masters, technically called 'The Master' and 'The Usher'. The latter had half the pay of the former, but the tenure of office was the same in both cases. I have never been able to trace the latter office to its origin. It was evidently well established at the time of the Reformation. The word itself is of ecclesiastical origin, but there seems a confusion of two words *Hostiarius* (a person who provided the bread for the *Hostia*) and *Ostarius* (a person who kept the *Ostium* or door); the one has supplied the French *Huissier*, the other the English *Usher*. In schools, it denoted the Master, who had the charge of the younger pupils, sometimes called the *Petties* or *Pettites*, and taught them the Latin Grammar. At Heath School, the Usher was appointed by the Governors, who, however, had to consult the Master as to his fitness for the post.

† Richard Sterne in one of his letters in 1727 says "One Mr. Abraham Milner, a petty Schoolmaster, was concerned in getting subscriptions" for the new Charter. I find in P.R. the following:—

Married 1740, Jan. 8	{ Abm. Milner Schoolmaster and Mary Fielding Hal. Spr.
Buried 1748, Aug. 28	{ Abm. Milner Hal. Bookseller and Mary Milner his Wife.

came into operation, from which time the appointment and dismissal of all Assistant Masters rest with the Head Master.

<i>Date of appointment.</i>		
1840	Feb. 7.	William Augustus Marsh, B.A. Pembroke Coll. Camb.
1841	Jan.	Rev. Joshua Waltham, B.A. St. John's " "
	" Nov. 26.	John Gooch, B.A. Caius " "
1843	Jan. 30.	William Henry Parr, B.A. Catherine Hall "
1844	July 24.	Charles Wilmot Hardy, B.A. Trinity Coll. "
1849	Jan. 8.	Frederick Russell, B.A. " " "
1850	July 12.	William Kirby, B.A. Jesus " "
1852	Jan. 19.	David Bellamy, B.A. Catherine Hall "
1857	Feb. 5.	John William Earnshaw, B.A. " " "
1859	Jan. 31.	Edward Carter, B.A. New Coll. Oxf.
1861	Sept. 18.	John Cox Edwards, B.A. Emmanuel Coll. Camb.
1862	Oct. 20.	William Chantler Whitehead, B.A. St. John's " "
1864	Aug.	James Mayo, B.A. Trinity " "
1865	Jan. 2.	William John Brookes

The Office of Usher ceased to exist in 1876 on the resignation of Mr. Brookes. The following Assistant Masters have been appointed since the New Scheme came into operation:—

1875	Jan.	William Edward Sadd, B.A. St. Catherine's Coll. Camb.
1876	Sept.	Henry Robert Field Canham, B.A. St. John's " "
1878	Dec. 30.	Joseph Clayton, B.A. Emmanuel " "

3. SPECIAL EXAMINERS APPOINTED BY THE GOVERNORS.

1866	Rev. Hugh George Robinson, M.A. (Hon. Canon of York and late Principal of the Training College, York.)	
1867	Rev. George Ash Butters, D.D. (formerly Master of Uppingham and Giggleswick Gramr. Schools.)	
1868	Rev. H. G. Robinson, M.A.	
1869 } 1870 }	Rev. J. T. B. Landon, M.A. (formerly Fellow of Magdalen College, Oxford.)	
1871 } 1872 }	George Heppel, M.A. (St. John's Coll. Camb., late Principal of Nelson College, New Zealand.)	
1873	Rev. J. T. B. Landon, M.A.	
1874	(No special Examiner.)	
1875 } 1876 } 1877 }	George Heppel, M.A.	
1878	Rev. Joseph Schofield, B.A.	
1879	R. H. Elliott, M.A.	

CHAPTER XII.

- §1. CELEBRATED SCHOLARS TO 1789.
- §2. SCHOLARS UNDER MR. WILKINSON.
- §3. COMPLETE LIST OF SCHOLARS FROM 1840 TO 1879.
- §4. SCHOLARS WHO HAVE GRADUATED SINCE 1840.
- §5. SCHOLARS WHO HAVE PASSED THE OXFORD AND CAMBRIDGE LOCAL EXAMINATIONS SINCE 1861.

§1. IT is very likely that each Master would keep a private record of his pupils, but no public register has ever been provided. We consequently do not know who were scholars, or whether any ever became distinguished, with two or three exceptions. There must, however, have been many such, to induce the petitioners for a renewal of the Charter in 1726 to say "that the School had flourished for a great many years next after its foundation, to the great benefit of the inhabitants of the parish and vicarage".

Mr. Byrron, the second Master, speaks of Dr. Favour's children being taught by him and the Usher. These would be John (born Feb. 1598-9) and William (born July 1601); the former of whom became a Prebendary of Southwell and of Ripon, and Rector of Sutton-on-Derwent and Rainton.

Mr. Cockman, the third Master, had two celebrated pupils, John Lake*, who became Vicar of Leeds, and Bishop of Man, Bristol, and Chichester in succession; and John

* He was born on Dec. 5th, 1624, in Petticoat Lane, now Russell St., Halifax. He went to St. John's College, Cambridge, when only thirteen years of age. He was one of the celebrated seven Bishops who resisted James II, though he afterwards became a Non-juror. He died Aug. 30th, 1689. His father, Thomas Lake, was Church-warden in 1639. His name is in Vicar Ramsden's List of subscriptions towards the endowment of the School in 1635, for 6s. 8d.

Milner*, who also became Vicar of Leeds. These were brothers-in-law, Milner marrying a sister of Lake. There was also a third pupil of Mr. Cockman, Samuel Stancliffe, who went to St. John's College, Cambridge. His name is still kept in recollection by a tablet commemorating his bequest of £100 for adorning the School†.

Mr. Lister, the seventh Master, must have the honour of having found out the genius of Laurence Sterne, if tradition is to be depended on, though he could hardly have educated him.

Mr. Ogden, the eleventh Master, was in office, while Jesse Ramsden‡, one of the most celebrated makers of mathematical instruments that England ever produced was at the School. He could not, however, have received much benefit from it, though he was a pupil for three years, as he left when twelve years of age.

It is probable that Joah Bates, who became Fellow of King's College, Cambridge, and M.A., and was afterwards a Commissioner in the Civil Service, and Henry Bates§, Fellow of Peterhouse and D.D., received their education in

* He was born in Feb., 1627-8, in Skircoat. He went to Christ's College, Cambridge, when about fourteen years of age. He became Vicar of St. John's, Leeds, in 1662; and of the Parish Church there in 1677. Being a non-juror, he resigned in 1689, and resided at St. John's College, Cambridge, until his death in Feb., 1702-3, employing his time in writing learned books.

† We might have expected Abp. Tillotson to have been at the School, as his father lived only about three miles off, and in 1635 subscribed 5s. towards the Endowment fund. He is said to have been educated at Colne.

‡ He was born at Salterhebble in September, 1734. He married the daughter of the celebrated Dollond, for whom he had done a great deal of work. He improved the Theodolite, Pyrometer, Barometer, Micrometer, &c., and invented the Dividing Machine. He became F.R.S. in 1796, and died Nov. 5th, 1800.

§ These two were sons of Henry Bates, who was appointed Parish Clerk of Halifax in 1735. Joah was a celebrated musician, and conducted the Handel Commemoration in Westminster Abbey in 1784. These two brothers together with an Oxford Graduate, and three Cambridge students, took part in the performance of the Messiah on the opening of the New Organ in Halifax Parish Church in 1766. The celebrated Herschel (father of Sir John Herschel) played the Organ. (*L.P. CIII.*)

the School under Mr. Ogden, and his successor, Mr. West. Major Cartwright, one of the earlier advocates of Parliamentary Reform, is said to have been at the School about this time. I am told also that one Abraham Thomas was at the School about 1735. It shews how closely we are connected with the past, when Mr. John Thomas, the present Parish Clerk of Halifax, his great-nephew, who was born in 1804, has heard him speak of his times. Abraham Thomas died in 1822, in the hundredth year of his age.

Carlisle, in his "Endowed Grammar Schools", mentions Dr. Cyril Jackson, Dean of Christ Church, Oxford, and Dr. William Jackson*, Bishop of Oxford, as having been educated at this School; but, if so, they could have been there only in their earliest days, as their biographers say that they received their education at Westminster School; and Carlisle himself also includes them among the celebrated Scholars of Manchester School. Mr. West would have been Master in their time, as they were born in 1746 and 1750 respectively.

Carlisle also mentions among the celebrated scholars "Rev. Edward Ellis, M.A., Second Master of Westminster School (appointed in 1814), and Rev. — Sharp†, then Vicar of Wakefield". These might have been under Mr. Kempson, or Mr. Wilkinson.

Dr. Lonsdale, Bishop of Lichfield from 1843 to 1867, was at Heath School from 1794, when only six years of age, to 1799, and then went to Eton.

* They were the sons of Cyril Jackson, M.D., of Stamford, who married the widow of William Rawson, Lord of the Manor of Shipley, who died in 1745. She was named Judith Prescott before marrying into the family of the Rawsons of Bradford, and was either a Prescott of Halifax by birth or the widow of a Prescott. Cyril Jackson resided in or near Halifax, as he was nominated a Governor of the School in 1753, but declined the office. He was also one of the Trust for carrying out the Halifax Water-works Act, passed in 1762. The Apothecary's Ledger, mentioned under "Mr. Lister", shews there was a Dr. Jackson in Halifax before 1700, so that Dr. Cyril Jackson was possibly connected with Halifax by birth.

† *i. e.*, Samuel Sharp, who was instituted Vicar, Feb. 3rd, 1810.

§2. SCHOLARS UNDER MR. WILKINSON.

I have about 150 names copied from the old School Dictionaries, on the pages of which they were scribbled in school-boy fashion, many of them having most absurd dates attached. I copy those which have seemingly correct dates.

N.B. * after a name means "Graduated at a University".

1807	Ben. Gott.	1818	J. Edwards.*
1809	A. Seymour.	"	T. Lister.
1810 (16)	J. Bebb.	"	Tom Robson.
"	J. Bragg.	"	S. Watson.
"	J. Ferrand Dearden.	1819	H. B. Cardwell.
" (12,20)	T. Finch.*	"	J. Dunderdale.
"	W. T. Goodall.	"	T. M. Gorst*.
"	S. Walker.	"	— Hunt.
1811	F. Peile.	"	C. Mayer.
1812 (13)	G. Bentley.	1820	John R. Booth.
"	Joshua Ingham.	"	James Farrar.
"	F. Ingram.	"	E. Sanderson.
"	James Moore.	"	W. Wainhouse.
"	T. F. Sutcliffe.	1821	R. Wainhouse.
"	John Tuley.	1823 (25,26)	Matthew Hy. Greenup.
1814	William Craven,	"	W. Sanderson.
	West House, Manchester.	"	W. Smith.
1815 (16,18)	G. Dawson.	1824	J. Ashworth*, Elland Bank.
"	W. Hirst.	"	J. Bailey.
"	George Mercer.	"	D. Edleston.
"	Frederick Tucker.	"	J. Jowett.
1816	Joah Crossley.*	"	J. H. Tootal.
"	G. Stansfeld.*	" (20)	Thomas Watson.
"	R. Stansfeld, Field House.	1825	B. H. Broadhurst.
1817 (19,23)	H. Foster.	"	R. C. Hurt.
"	W. A. Holroyde.	"	R. Roughton.
"	G. Marriott.	" (29)	R. Tucker.
"	J. Bradley Mellor.	1826	Joshua Ingham.
"	M. Mitton.	" (27,28)	F. Ingram.
1817 (18)	John Rawson.	"	T. Parkinson.
"	W. Warde.*	" (28)	J. Sanderson.

1826	S. Stead.	1829	W. C. Stead.
"	G. Sutcliffe.	"	John Wild.
"	J. Wainhouse.	1831 (37,38)	Frank Stead.
1827	David Balmforth, Stainland.	1833	S. (or T.) G. Booth.
"	J. Broadhurst	1834	T. P. Rawson.
"	E. Dyson.	1837	Alex. S. Hill.
"	James Moore.	1838	J. R. Casson.
"	B. Stocks.*	"	Lewis Kenny.*
1828	Thomas Lambert.	"	G. Peel.
"	B. Milner.	"	C. E. Priestlen.
1829	James Hiley.	"	John Rawson, Greenroyd.

In addition to the above, I have been enabled by the kindness of some gentlemen, who were formerly pupils of the School, to make up the following List. The date to the left of the name denotes some one year or more in which the pupil was at the School; *after the name shews that he went to a University; *f* means "Fellow". Names within [] are also in the first List.

- 1817 Abbott, John, a name perpetuated by "The Abbott Scholarships" at Oxford and Cambridge, and "The Abbott's Home" at Halifax.
 Alcock, ——— (of Skipton), late of the Craven Bank.
 Ashworth*, Arthur Howard, (of Elland), afterwards Minor Canon of York.
- 1832 [Ashworth*, John Ashworth], " late *f* B.N.C. Oxford, and now Rector of Didecot.
 Ashworth*, Philip Sidney "
 Ashworth, Wheelhouse "
- 1833 Atkinson*, William " late Curate of Elland.
 (and some brothers).
181. Baker*, Robert, afterwards Rector of Hargrave.
 181. Bates*, Thomas, afterwards Curate of Trinity Church, Halifax.
 1812 [Bentley, G.]
 1814 (and three others).
 1830 Two Bentleys, from neighbourhood of Huddersfield.
 1810 Birtwhistle, William, late surgeon at Skipton.
 1810 [Bragg, J.]
 181. Bragg, Raisbeck
 Bragg, ———

- 1810 Bromhead*, Charles Ffrench, afterwards *f* Trin: Coll: Cambridge.
 Brook, ——— (of Huddersfield).
 Buckley, (three from Saddleworth).
- 1810 Bushby*, Edward, formerly *f* St. John's Coll: Cambridge.
 Candler, ——— (of York).
- 1823 Cartwright*, John, late of Durham.
- 1818 Charlesworth*, Beedam.
- 1818 Charnock*, Thomas Brooksbank.
- 1808 Crabtree*, ———, formerly *f* University Coll:, Oxford.
- 1815 Crabtree*, James, (a younger brother).
- 1818 Crossley, James, late President of the Cheetham Society, Manchester.
- 1828 Crossley*, Joah
182. Crossley, John, late of Manor Heath, Halifax.
- 1818 Dearden*, James (of Rochdale).
181. Duffin, ——— (of Edinburgh).
- 1819 Dyson, John Daniel, late Colonel 3rd Dragoon Guards.
 [Dyson, Edwards]
 Dyson, George, late Coroner.
 Dyson, Thomas
 (and one other at least)
- 1824 [Edleston, D.]
- 1834 Edleston*, Joseph, D.D. late *f* Trin: Coll: Cambridge, and now Vicar
 of Gainford.
182. Edleston, T. H.
- 1810 Edwards, Henry, afterwards a Solicitor in London.
- 1809 Edwards*, Joseph, late a Master in King's Coll: School, London.
- 1811 Edwards, Richard
- 1808—20 Finch*, Thomas, now of Morpeth.
- 1816 Foster, John (of Heptonstall).
- 1810 Franks*, James Clarke (of Sowerby Bridge), late Vicar of Huddersfield.
 He gained the Norrisian Prize, the Members' Prize, and three times the
 Hulsean Prize at Cambridge.
- 1830 Garlick, ——— }
 1830 Garlick, ——— } not brothers.
 Gillmor, William (of Illingworth), son of the late Vicar.
- 1820 Gorst, Edward Chadock, afterwards a solicitor at Preston.
- 1819 [Gorst*, Thomas Mee]
- 1813 Greenwood*, William, *f* Corpus Christi Coll: Cambridge.
181. Hall*, Edward
- 1815 Hall*, Robert, late M.P. for Leeds, and Recorder of Hull.
181. Hall, Stephen, afterwards a solicitor at Skipton.
181. Harrison, J., now a surgeon at Chester

183. Hebden, W. H.
 1828 Hiley, John
 1839 Hiley*, Simeon (of Elland), late *f* St. John's Coll : Cambridge.
 1837 [Hill, Alexander Staveley], now M.P. for Coventry.
 1817 [Holroyde, W. A.]
 (and two others).
 1816 Hopper, ——
 1816 Horsfall, Timothy
 1816 Huntriss, William, (now of Westfield, Halifax).
 1829 Ikin, ——, late Town-clerk of Leeds (?)
 1818 Ingham*, James Taylor, (of Mirfield), now Sir James, a London Police
 Magistrate.
 1821 Kellett, Henry
 1838 [Kenny*, Lewis Stanhope, now Rector of Kirkby-Knowle.]
 183. Kenny, William Fenton, afterwards a solicitor at Halifax.
 1810 Lambert, John (of Elland).
 1818 Lambert, Robert (of Elland).
 1836 Lewthwaite*, Samuel, late *f* Magdalene Coll : Cambridge.
 1794—99 Lonsdale*, John, late *f* King's Coll : Cambridge, and Bishop of Lichfield.
 1814 Mc.Bean, William
 1829—1835 Mallinson*, Whiteley, now Vicar of Cross-stone, late *f* Magdalene
 Coll : Cambridge.
 1818 Maude*, Daniel, late *f* of Caius Coll : Cambridge, and a London Police
 Magistrate.
 1818 Maude*, Frank, late Vicar of Hoyland.
 1818 Maude*, Ralph, late Vicar of Mirfield.
 1820 Milnes, ——
 1814 Mitchell, John Herbert
 1823 Moore, William
 1810 Newall, Noel, (of Littleborough).
 1813 Newman, Edward, now a Solicitor at Barnsley.
 1803 Newman, William, late of Darley Hall.
 1814 Norris, Charles
 1814 Norris*, James
 1814 Norris, Sidney
 1832 Nussey*, —— (fr. Derbyshire).
 181. Oxley, R., late M.D. at Pontefract.
 179. Pollard, George
 1818 Pollard, James (of Manchester)
 181. Priestley, Charles (of White Windows, near Halifax),
 181. Priestley, George
 181. Priestley, Henry

182. Ramsden, ——
 182. Ramsden, ——
 1813 Rawson, Edward (of the Shay)
 1813 Rawson, John (of the Shay).
 179. Rhodes, J. A.
 1813 Rhodes, William
 182. Richardson, (of Southowram),
 181. Rishworth, ——, afterwards a Banker at Wakefield.
 Rothwell, John
 1825 Roughton, John
 Royds, Albert
 1816 Royds*, Charles
 1816 Scot, ——, afterwards M.D. at Liverpool.
 1816 Scot, ——, (one of these was named Roger).
 1815 Serjeantson, Charles (of York),
 Settle, Robert, afterwards an attorney at Halifax.
 1810 Shaw*, Edward Butterworth
 181. Shaw, George, afterwards M.D. at Leicester.
 1880 Slater, Joseph (of Elland).
 188. Slater, —— (brother of Joseph)
 1884 Smith*, William Ramsden, late Vicar of Christ Church, Bradford.
 183. Sowden*, Sutcliffe
 1818 [Stansfeld*, George]
 1818 Stansfeld*, John
 1816 [Stansfeld, Robert], Hony. Col. 6th West York Militia.
 1810 Staveley, Henry (?)
 1810 Staveley, James
 1810 Staveley, John
 179. Stead, John
 1827 [Stocks*, Benjamin]
 1813 Stocks, George, afterwards a surgeon in Blackburn
 Stocks, Joseph
 1815 Stocks, Michael
 181. Sunderland*, Thomas
 181. Tennant, Philip
 1818 Tennant*, Sanderson
 (and three others).
 1818 Tong, W.
 1815 Turner, Benjamin (from India).
 1810 Turney, John, late of Leek Wotton near Warwick.
 1823—30 [Wainhouse, John Edward]

- 1817 Walsh, Thomas Selby, afterwards Mayor of Halifax.
 1817 [Warde*, William], afterwards Vicar of Witton-le-wear.
 1818 Watson*, Charles
 Watson*, T. C.
 Watson, Shipley, afterwards M.D. at York.
 1819 Whiteley, Thomas
 1817 Wilson*, ——— (of York)
 1818 Wright, Edward
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§3. COMPLETE LIST OF SCHOLARS FROM 1840 TO 1879.

Mr. Gooch and Mr. Cox have both kept private Registers, from which the following names are taken in the order of their admission.

Admitted by MR. GOOCH.

1840 Aug. Gooch, Charles
 Holroyd, John Bailey
 Norris, Henry Alexander
 Nerris, William Arthur
 Barker, Frederic
 Priestley, William
 Smith, Robert Harman
 Dew, John Wormald
 Dew, Croft Worgan
 Akers, Edward
 Holdsworth, Tom
 Holdsworth, John
 Beck, William
 Speight, Thomas
 Speight, John
 Eastwood, John William
 Eastwood, Thomas
 Eastwood, Charles James
 Peel, Lawrence
 Mercer, Isaac
 Gaukroger, Joseph

1840 Aug. Kenny, Lewis Stanhope
 Casson, William John
 Foster, William Mitchell
 Jellicorse, Edward John
 Brown
 Ewing, Alexander
 Hirst, Henry Alexander
 Dowson, Edward Withers
 Barlow, John
 Catley, Edwin
 Alexander, Henry Hamerton
 Sept. Wolstenholme, Edward
 Parker
 Oct. McNeill, Malcolm
 Nov. Hague, William Drake
 1841 Feb. Haigh, William
 Haigh, George Henry
 Whiteley, Robert
 Ogden, William
 Riley, George
 Thornton, John Varley

1841 Mar.	Ambler, James Pearson	1843 July	Turner, Joseph
April	Sowden, George		Smith, Walter
July	Ogden, John	Oct.	Dew, George Platt
	Beck, Robert	1844 Jan.	Crossley, Edward
	Beaumont, Thomas George	Mar.	Cash, John
	Jackson, Thomas Riley	April	Emmet, William Henry
	Priestley, Charles Edwards	1845 Jan.	Baines, George
	Hirst, Samuel Henry		Beaumont, Butterworth
	Hirst, Edward Smith	Feb.	Rogers, Thomas Henry
	Stansfield, Samuel		Brierly, Alfred
	Stansfield, Thomas	April	Whittaker, Charles
	Stansfield, Joseph Hudson	Aug.	Davis, John Edward
	Hanson, Joseph		Goodall, William Tatham
	Foster, Henry		Cormick, Richard
Sept.	Stead, Joseph	1846 Jan.	Hill, John Edwards
	Stead, Richard William	Feb.	Oates, James Daniel
	Stead, James	April	Ingham, Samuel
	Crowther, John Brown	May	Good, James
Oct.	Roberts, John	July	Norris, Sidney Perfect
	Drake, George Vandyke		Stocks, Joseph Halliday
1842 Jan.	Emmet, Charles		Hamerton, Stephen
	Garnet, Henry Eli		Edward Nelson
	Barstow, William	Oct.	Hamerton, Ernest
	Lewthwaite, Joseph		Hamerton, Joseph
	Norris, Charles Musgrave	1847 Feb.	Crossley, John Edward
Feb.	Wrigley, Watts Henry		Booth, John Robinson
April	Norris, Francis John		Booth, Thomas George
	Stead, William Charles	Mar.	Taylor, Alfred
	Kenny, Alfred John		Fox, Joseph
	Sugden, ()		Baines, Simpson
July	Oldfield, James	April	Walker, Richard Henry
	Wood, Charles	Aug.	Rouse, Edward Peake
	Royston, Thomas	1848 Jan.	Pitchforth, Aquila
	Midgley, Francis		Garlick, John William
	Ward, William Mann	Feb.	Wood, Henry
	Baker, Robert Sibley		Wood, William
1843 Jan.	Rouse, John		Wood, Richard S.
Mar.	Hirst, James	Mar.	Bairstow, Thomas
July	Turney, Thomas Henry	April	Riley, Edwin
	Turney, Benjamin	July	Swallow, John Henry
	Hurst, John		Swallow, Thomas Dawson

1848	Hammerton, Robert Chisenhall	1850 July	Clegg, Wesley
July	Walker, Samuel Smith, Charles Henry Dyson, John Charles	Aug.	Wright, John Armstrong Paterson Highley, Oliver Highley, Arthur Walton, Keighley Winstanley, Calvin Beaumont Camm, John Brooke Maher Adamson, Charles Knowles, George Slater, Joseph Henry Sidebottom, Cuthbert Gerald
Aug.	Nelson, Tom Binns, Wildon Binns, Cornelius Outram, Edmund	Sep.	Holroyd, George Gomersall Highley, Charles
Oct.	Law, Joseph Henry	Oct.	Hirst, William Holroyd, Sutcliffe
1849 Jan.	Wright, Alfred William Holroyde, Walter James	1851 Feb.	Dearden, Frederick Dearden, Thomas Bottomley, Lawrence Whinray Crowther, Frederick Dearden, William
April	Bayldon, Joe Wood Lees, Thomas James	Mar.	Caw, John
Aug.	Fox, Charles James Balmford, David Highley, Thomas Sutcliffe Turner, () Garlick, Henry Grainger Earnshaw, John William Pickles, Jonas Eastwood, Henry Nicholson, Thomas Farrer, Thomas Henry Hobson, George Macaulay, Francis Edwin	April	Hindson, John Sanderson Smith Rawson, Thomas Preston
Oct.	Gardiner, Henry Walter	Aug.	Bottomley, William Henry
1850 Jan.	Edgar, Donald Ingham, Richard Orange, Wm. Alexander Wildman Stainburn, George Swallow, George Edward Ellam, Ralph Bate	Sep.	Tillotsen, Arthur
Feb.	Remington, Frederick Hardy Garside, Joseph	Oct.	Fell, Joseph Crapper, Foster Simpson, John William Simpson, Frederick Rouse, William Archibald
April	Brown, James Laurie Wilson, Alfred Henry Shaw, Benjamin Walker Macaulay, Charles Stansfield, William Farrar	1852 Jan.	Storey, Walter Maude, William Davies, James Heywood Swallow, Joseph Stott, Thomas Dean
		Feb.	Busfeild, William Busfeild, John

1852 Feb. Busfield, Currer Fothergill
Bedford, Robert Thomas
April Booth, John Whitley
Aug. Foster, Alfred
Campbell, James Thomas
Goodall, Alfred
Smith, Solomon Charles
Smith, Edward James
Orange, John Edward
Sep. Fleming, Walter
Oct. Rawnsley, Albert
Nov. Scott, William
Scott, John
1853 Feb. Hoadley, Robert
Fox, William
Boddy, John William
Burton, Charles Harryfred
Helliwell, Thomas William
Eastwood, Joseph
Dyson, Rowland
Hadfield, William
Green, Thomas Foulds
Horsfall
Briggs, William Rawdon
Shaw, William
Rawson, Charles Collinson
Higham, Joseph
Mar. Steele, Alexander Denton
April Woodhouse, Randal
Robinson, Richard Henry
Aug. Charnock, James Hanson
Crapper, Walter
Smallwood, George
Smallwood, John Casson
Laycock, George Diggs
Laycock, William
Laycock, Samuel F.
Sutcliffe, Charles
Oct. Blackburn, Henry
Barstow, Charles,
Baines, Joseph Mellor

1854 Feb. Gresley, Charles
Taylor, Charles
Walker, John William
Bairstow, James Oates
Foster, Alfred
Blagbrough, Walter
Walker, Samuel
Robinson, Frederick William
Hey, David
Thwaite, Christopher
Thwaite, Edward Hall
Frobisher, Frederick
Mar. Skelton, Matthew Henry
Aspinall, George Edward
Emmet, George Edward
Pitts, Thomas
April Cockroft, Herbert
Aug. Hirst, Thomas Henry
Franklin, Harry
Sutcliffe, Thomas
Hitchen, Charles Whiteley
Prescott, John Barrow
Prescott, Cyril Jackson
Clark
Smith, Charles Frederick
Dyer, Francis William
Sep. Prest, John Cooper
Oct. Mallinson, John Ralph
Rhodes, Christopher Tate
Crossley, Joseph
Nov. Emmet, Charles Edward
1855 Jan. Kershaw, John Edward
Mellor, William Wood
Feb. Walker, Thomas Ibbetson
Smith, Jonathan
Eastwood, Henry
Eastwood, Samuel
Tomlin, Ottiwell
April Hawkyard, Benjamin
Kenny, Courtney Stanhope
Aug. Staveley, Arkyl John Arthur

- 1855 April Kershaw, William
Child, William Hall
Norris, Charles Edwin
Norris, Wallace Lea
Emmet, Joseph Alfred
Walker, Charles John
Sep. Lambert, John
Oct. Hudson, Charles
Mitchell, John Herbert
- 1856 Jan. Alexander, Arthur William
Feb. Turner, Thomas
April Mc. Clure, John
Aug. Barrowby, John
Bowman, Henry Header
Greenwood, Sidney
Mitchell, William Henry
Highley, Joe
Smith, Samuel Vincent
Sep. Elliott, James
- 1857 Jan. Illingworth, John Blow
Patchett, John
Patchett, Frank
Robinson, Henry
Sutcliffe, John
Feb. Alexander, Reginald Gervase
Barraclough, Arthur
Parsons, John M.
Parsons, Edwin
Holyday, Charles William
Mar. Smith, Sidney
Aug. Foster, William
Sutcliffe, Thomas
Parsons, Oswald
Kitchen, Martin Manley
Sep. Thomas, Joseph
Oct. Mallinson, Benjamin
- 1858 Feb. Clemesha, Robert John
Fox, John
Mar. Pitts, Bernard
April Hall, John William
Aug. Huntriss, William
Huntriss, Edward
Swallow, Richard Dawson
- 1858 Aug. Shaw, John Edward
Bean, Alexander Henry
Bennett, Edward Robinson
Rhodes, Arthur
Rhodes, Godfrey
Warren, Edward Walpole
Coates, George
- 1859 Feb. Morris, Thomas Henry
Sutcliffe, John
Broadbent, John Henry
Dunderdale, William James
Dunderdale, Thomas
April Norris, Priestley
Aug. Caw, Arthur Worgan
Caw, Herbert Kenyon
Claybrough, John Fletcher
Henrey, Joseph
Henrey, William M.
- 1860 Feb. Hill, Walter
Jennings, Walter Milton
Swallow, James Edward
Mar. Kershaw, Henry Walter
April Town, Robert Samuel
Pollit, Charles Thomas
Mashedor, Thomas
Nuttall, Lawrence
Aug. Smithies, John Fox
Norris, Henry Percy
Rawson, Benjamin Currer
Coates, William Charles
Lepper, Charles Harper
Sept. Stephenson, Thomas
Bilborough
Oct. Mallinson, William
- 1861 Jan. Buxton, George
Feb. Ingram, Richard Francis
Ingram, James Hughes
Appleton
Aug. Empsall, Samuel
Huntriss, William James
Huntriss, Frederick George
Smithies, William Edward
Snow, Thomas Collins

Admitted by MR. COX.

1861 Oct.	Fletcher, Robert Crompton Irvin, John Spendlove Seed, Thomas Seed, John Barnes, Francis Joshua Pritt, Thomas Evan Kirby, Christopher John Walsh, Alfred Ramsden Wright, Robert Hood Kirk, Joseph Moxon	1863 Jan.	Patchett, James Patchett, Riley Smith, Arthur William
		Feb.	Nicklin, John William Dow, Andrew Munro
		April	Newton, George Alfred
		Aug.	Garside, Herbert Duncan, Robert Leyland Farnell, James Stansfeld, Raywood Micklethwaite
Nov.	Whitworth, Joseph Whitely		Stansfeld, George
1862 Jan.	Sandford, Edward Armitage Sandford, Henry Rossall Common, James Cliff, Arthur Foster Mallinson, William Crowther Farrar, Edward Hebblethwaite, Samuel Common, Arthur Welsh Dempster, Robert Sutcliffe, Francis Edgar Bull, Henry Beach Maud, William Wade Hebblethwaite, George Farrar, Walter	Oct.	Palethorpe, Henry John Seed, William Henry Bonser, John Winfield Gaukroger, Frederic Mitchell
		1864 Jan.	Tasker, John William Taylor, Alfred Henry Smith Oates, Walter Holroyd Brown, John Fisher
April	Atkinson, Nelson Aaron Aspinall, John	Feb.	Priestley, Frederick Sutcliffe, Tom Gaukroger, George William
Aug.	Robinson, Herbert Whitworth, William Mitchell, John Jeffery, Samuel	Aug.	Fawcett, Joseph Crowther, Allen Mallinson, Arthur Kershaw, Frederick William Robinson, Herbert Mathias, Bennett Seymour
Sep.	De Tivoli, Giuseppe	Oct.	Lewthwaite, Joseph Macdonald, James Alexander Donald John
Oct.	Slingsby, Frederick William Maude, John	1865 Jan.	Fleming, George
1863 Jan.	Price, Charles Price, William Alexander, John Barrow Murray, Archiebald Stavert	Feb.	Nuttall, Fred
		Mar.	Granger, Henry Thomas Granger, Thomas Colpotts
		April	Robinson, George William

1865 May	Bland, William Edward Joseph Wynn, Frederick Arthur Swallow, Frederick Firth, Henry Williams Bailey, William Parker, Thomas Henry Fleming, Albert	1867 Aug.	Cox, Thomas Buchanan Hunt, John Frank Rudd, Harold Wightman, Charles Scholesfield, John
1866 Jan.	Livy, Frederic Young Salmond, David Norman Brierley, Frederick William	Oct.	Tate, William Tate, Charles Bancroft, James Shoesmith, Louis William Henry
Feb.	Whitworth, Robert Lupton, John Edward	1868 Jan.	Jackson, Lawrence Hartley Gray, William Robertshaw, James Rhodes, Herbert Rothwell Swallow, Herbert Cox, Robert Stavert Morrison, William Beamish Austin Parkinson, Thomas Baines, Frederick Horace Baines, James Arthur Berry, John William
Aug.	Watson, Andrew Cammack, Thomas William Walsh, Alfred Haigh, John William Hoyle, George Fleming, Edward Robinson, Richard	Feb.	Booth, Charles Oldfield Coates, Richard Shoesmith, Denton
Oct.	Spencer, William Isaac Robinson, James Frederick Cheadle, Alfred Stanley Middlebrook, Joseph	Aug.	Norris, Moraston Ormerod Haigh, Charles Kershaw, Richard Firth, Thomas Williams Stritch, Michael Chute Ostler, Frederick William Ostler, John Ostler, William Henry
1867 Jan.	Stott, Charles Thomas Schofield, Simeon Rankin, Henry Francis Wilkinson, Henry Newstead Ison, Henry William Miller, Thomas James Boothman, Edward	1869 Jan.	Mitchell, Thomas Lupton, Harold Edgar Edleston, Alfred Blakey Heal, James Hardy
Feb.	Smith, Charles Edwin Goodall, Arthur Alfred Edward	Feb.	Hodgson, Edward Ackroyd, James Edward Greenwood, Abraham Hebblethwaite, James
April	Holroyde, John Willey, John Hey, Thomas Macdonald, Edward William Jackson Macdonald, Roderick John Johnstone Barker, Ralph Atkinson		

1869 April	Sowerby, John Francis Nettleton, Arthur Thomson, George Thomas Coton, Frederick Kershaw, Arthur Noble Lockett, Charles Alfred Mitchell, John Holroyde	1871 Jan.	Nicholl, Joseph Whiteley, John Alfred Parsons, Alfred Clayton, Harry Eastwood, Sam Blackburn, Charles Henry Blackburn, Herbert Oxley, Frederick James Kenny, Charles William Fenton Snepp, John Naylor, Jamer Herbert Swaine, William Fielding, Albert
Aug.	Pickles, Walter Whiteley, George Frobisher, John Frobisher, William Ellison, Ernest Henry Womersley, William Henry Fletcher, Wilfred William Ernest Thompson, Frederic William	Feb.	Cousin, Gaston Dixon, Fred
Sep.	Waithman, Charles Anthony Waithman, James Clarkson	Mar.	Shaw, John Arthur Ramskill, Thomas
Oct.	Charlton, Harry Irlam Haigh, Frederick William	April	Whittell, Alfred Edwards, Alfred Wilson, Thomas Wood, Henry Lees Greenwood, Arthur
1870 Jan.	Hill, Ernest Hatton Kippax, Smith Palethorpe, Arthur Shackles Warneford, Harry Launcelot Henry, George Wood, Frederick Whiteley, Tom Harry	Aug.	Crabtree, Wallace Crabtree, Fred Mitchell, Joseph Harger Stott, John Henry Dixon, Fred Hill, Walter William Hope, George Wilfrid Chapman, Arthur Frederic Booth, Edward Whitley Ainley, George Henry Patchett, Percy Oldfield, Louis Chaytor, Reginald Clervaux
Feb.	Turner, Benjamin	Oct.	Longbottom, Louis Henry
April	Wood, John Edward Ostler, Arthur Taylor, William Dearnley	1872 Jan.	Bamford, Earnest Walton Lupton, Clement Harold Lupton, Clifford John Mooney, Thomas Rankin
Aug.	Jessop, Richard Henry Naylor, Arthur Waddington, Eli Wilkinson Waddington, Henry		
Sep.	Culpan, Richard Cousin, Albert		
Oct.	Hill, John Edwards Hope, John Basil		
Nov.	Grime, Edward Hatton Reynall		

1872 Aug.	Child, Harold Edward Akroyd	1874 Jan.	Swift, George
	Cox, Edward Samuel		Clegg, John Henry
	Wood, Arthur James		Pohlmann, Fred
	Hainsworth, Robinson		Pohlmann, Edward
	Mellor, Wilfrid Arnold	Mar.	Crossley, James
	Stott, Alfred		Riley, Thomas Herbert
	Falkingbridge, John Andrew	April	Jones, Thomas William
	Gatenby		Pickard, Edwin Walter
	Pohlmann, Arthur		Holmes, Howard Arthur
	Pohlmann, George		Moffett, John Ritchie
Oct.	Thomas, William Fletcher		Hill, Charles Marshal
	Moore, William Thomas		Street, Samuel
1873 Jan.	Swaine, Henry John		Street, Ashton
	Armstrong, Henry	Aug.	Ingham, William Crossley
	Turner, John		Blackburn, Arthur
	Wilson, Frederic William		Fox, Charles Edward
	Lewthwaite, Alfred John		Patchett, John
Mar.	Marshall, Robert		Shoesmith, John William
	Crowther, John	Oct.	Town, Theodore
	Town, William Edward	1875 Jan.	Chambers, Thomas
	Town, Arthur Henry		Milnes, Robert
	Francis, Albert Edward		Bottomley, Francis Edgar
April	Lees, James Arthur		Hope, Clement Armitage
Aug.	Snepp, Alfred Neville		Farrar, Samuel Arthur
	Snepp, Rowan Lee		Collier, Harry
	Smeeton, William Mills		Collier, John Ernest
	Smeeton, Charles Henry		Vickerman, James Edward
	Jessop, John William	Feb.	Kershaw, John Herbert
	Fox, John William	Sep.	Hoyle, Samuel
	Thomson, Charles Henry		Hoyle, John
	Lees, Albert Ernest		Midgley, Arthur Walter
	Pickles, Harry		Parker, Thomas James
	Tuley, Frank		Holmes, Walter Herbert
	Haslam, Arthur Stuart		Greame
	Hope, James Arthur	1876 Jan.	Pilcher, Arthur
Sep.	Jackson, Arthur Glenn		Holmes, Fred
1874 Jan.	Holmes, Ernest Percival		Hill, Harold
	Holmes, Cyril Lake		Cox, William Francis
	Longbottom, Arthur		Davis, John Henry Grant
	Thompson		Reid, Thomas Bernard
	Shoesmith, Edward Ernest	April	Appleyard, Scott

1876 April Appleyard, John
 Kirby, Thomas
 Sep. Davis, Francis Henry
 Kershaw, Brunel
 Kershaw, John Buckley
 Oct. Whitaker, Sidney Morgan
 1877 Jan. Wilms, Louis Armin
 Hirst, Charles
 Storey, Louis
 April Brierley, James
 Hatton, William Douglas
 Sep. Hooson, Evan
 Hope, Charles Stuart
 Firth, Sidney
 Longbottom, Rigby Sharp
 Sep. Taylor, George
 Nov. Dawes, Francis Spearman
 1878 Jan. Woodhead, Arthur
 Clegg, Charles
 Wright, Sam Ayrtton
 Stott, Frank Charles

1878 Jan. Craven, Fred Morris
 Dawes, George Douglas
 Feb. Stansfield, Frederick William
 April Dyson, Frank Watson
 May Horsfall, James Herbert
 Sep. Rouse, Charles Herbert
 Cox, Richard
 1879 Jan. Dewhirst, Joseph Brook
 Waghorn, Christopher
 Brook, Edgar Deighton
 April Denison, William Ernest
 Stott, Ernest Herbert
 Fox, Samuel
 Holmes, Charles Gerard
 de Gorham
 Sep. Marshall, John
 Ingham, Wilfrid
 Lockwood, James
 Ramsden, Harry Walton
 Rawnsley, Leonard
 Riley, John

§4. SCHOLARS WHO HAVE GRADUATED SINCE 1840.

N.B.—‘Cambridge’ is meant except otherwise stated.

B.A.	College.	Honours.
1845 Bowden, George	Magdalene	Milner Scholar
1846 Baker, Robert	"	"
1847 Gooch, Charles	"	" , and Fellow
1847 Roberts, John	"	"
1847 Wolstenholme, Edward Parker	Trinity	40th Wrangler 39th Sen. Opt. 5th in Class I. 30th Wrangler 13th in Class III.
1850 Kenny, Lewis Stanhope	Trinity, Oxfd.	
1852 Dew, Croft Worgan	Jesus	S. holar
1852 Garnet, Henry Eli	Trinity, Dublin	
1853 Ogden, William	St. John's	11th Jun. Opt.
1853 Winstanley, Calvert Beaumont	Jesus	Class I (in Law)
1855 Beaumont, Thomas George	Magdalene	Milner Scholar 18th Jun. Opt. Class III.
1856 Smith, Robert Harman	"	"
1856 Stainburn, George	Trinity	
1856 Wood, William	Jesus	
1857 Earnshaw, John William	St. Catherine's	Scholar 18th Sen. Opt.
1858 Rouse, Edward Peake	Trinity	Scholar, and Fellow 10th Wrangler
1858 Bayldon, Joe Wood	Sidney	
1860 Remington, Frederic Hardy	Magdalene	Milner Scholar
1860 Barrowby, John	St. John's	
1861 Rouse, William Archibald	Trinity	Scholar 24th Wrangler
1861 Warren, Edward Walpole	Magdalene	Milner Scholar
1865 Pitts, Thomas	Emmanuel	Scholar, and Fellow 16th Wrangler
1870 Bonser, John Winfield	Christ's	Scholar, and Fellow SENIOR CLASSIC
1870 Swallow, Richard Dawson	Corpus	Scholar
1872 Swallow, James Edward	Jesus	Scholar 3rd in Class II.
1874 *Snow, Thomas Collins	Corpus, Oxfd.	Scholar of Corpus ; } First Class Fellow of St. John's. }
1874 *Mitchell, John	University, Oxfd.	Second Class in Theology
1875 Jeffery, Samuel	Magdalene	Milner Scholar 20th in Class II.

* Snow and Mitchell did not proceed to the University directly from this School, but were pupils of it for 4½ years and 3 years respectively.

1. R. D. Swallow, J. E. Swallow, and S. Jeffery obtained also a Goldsmith's Company's Exhibition in competitive examinations.

2. Snow was also Craven University Scholar.

§5. SCHOLARS WHO HAVE PASSED THE OXFORD AND
CAMBRIDGE LOCAL EXAMINATIONS SINCE 1861.

1864	Swallow, Richard Dawson	Oxford	(Senior)	
1865	*Smith, Arthur William	"	"	
1867	†Jeffery, Samuel	Cambridge	(Junior)	Class I.
1868	do. do.	"	(Senior)	Class I.
1869	Hoyle, George	Oxford	(Senior)	
1869	Robinson, George William	"	(Junior)	
1872	Parkinson, Thomas	Cambridge	(Senior)	{ Mark of distinction in Latin.
1873	Cox, Thomas Buchanan	"	(Junior)	
1873	Hey, Thomas	"	"	
1874	Cox, Thomas Buchanan	Oxford	"	
1874	Hey, Thomas	"	"	
1876	Hill, Ernest Hatton	Cambridge	"	Class III.
1877	Hoyle, John	Oxford	"	Class III.
1877	Chambers, Thomas	Cambridge	"	Class II.
1877	Holmes, Howard Arthur	"	"	Class III.
1877	Hoyle, John	"	"	Class III.
1878	Stott, Alfred	"	"	{ Class I. with a mark of distinction in both Latin & Greek.
1878	Cox, Edward Samuel	"	"	
1878	Francis, Albert Edward	"	"	
1878	Fox, Charles Edward	"	"	

* A. W. Smith also obtained the First Prize at Guy's Hospital in Classics.

† Jeffery was not in the School for a year preceding this, but had been a pupil for four years previous.

George Coates obtained by Examination in 1865 a Commission without purchase.
Henry Thomas Granger was very high in Examination for a Commission in 1868.

CHAPTER XIII.

THE STORY OF LAURENCE STERNE.

SHORTLY before his death in 1768, Sterne wrote a short Memoir of himself, in which he says:—"The autumn of that year [1723] or the spring afterward my father got leave of his colonel to fix me at school, which he did near Halifax, with an able master; with whom I staid some time, till my cousin Sterne* of Elvington [near York] became a father to me, and sent me to the University, &c. &c." "My poor father died March 1731. I remained at Halifax till about the latter end of the year, and cannot omit mentioning this anecdote of myself, and schoolmaster. He had the cieling of the schoolroom new whitewash'd: the ladder remained there. I one unlucky day mounted it, and wrote with a brush, in large capital letters, LAU. STERNE, for which the usher severely whipped me. My master was very much hurt at this, and said, before me, that never should that name be effaced, for I was a boy of genius, and he was sure I should come to preferment: this expression made me forget the stripes I had received. In the year thirty-two† my cousin sent me to the university, where I staid some time".

* i. e., the son of Richard Sterne of Woodhouse, who was the brother of Laurence's father, Roger.

† He was admitted of Jesus College, July 6th, 1733, as sizer under the tuition of Mr. Cannon. He graduated B.A. January, 1736; M.A. July, 1740.

It has always been believed that Heath School was the place where Sterne received his education and displayed his genius; but who first mentioned Heath in print, I have not been able to find out. Wright and Watson in their histories say nothing of Sterne's school or of his freak, though the former was curate of Halifax in 1732, and the latter succeeded him in 1750. The latter indeed says, when speaking of Woodhouse in Copley, where Sterne's uncle, Richard Sterne, lived:—"The Rev. Mr. Sterne, author of *Tristram Shandy &c.* was of this family". Crabtree mentions Heath School, but gives no authority for his statement. In a copy of Sterne's works in the Library of Mr. John Turney*, of Leek Wotton in Warwickshire, at the foot of the page where the anecdote is told, there occurs this note in manuscript:—"These Letters were as Sterne wrote them "when I was at Heath School in the Year 1809-10, since "which time they have been effaced by a stupid Whitewasher "who washed them out as little known to the Master of his "day as Sterne wrote them. John Turney".—The White-washing seems confirmed by the Governors' account books, which in 1811 have this entry "Jno. Edwards, Plaistering at the School £12 3s. 6d." In a letter to Wm. Craven, Esq.,† of Clapton Lodge, Mr. Turney writes—"The name of Sterne "was marked on the cieling of the School Room in irregular "Characters, as if done by some one who knew he was doing "wrongly & was fearful of being detected in the Act. They "were large Letters, say (I speak from memory of course) about "4½ inches high all Capitals. They were black as if, as I "thought, burnt in with a Candle, the smoke from the Candle "causing them to be black.....Lau Sterne was inscribed "about 3 yards from the Head Master's desk. It ran obliquely

* This gentleman died Sep. 20th, 1879.

† I am indebted to Mr. Craven for a kind communication of these particulars.

“from S. W. with rather a turn to the East*”. In one of the old Dictionaries (see p. 19) there is written “L. Stearn”, which may or may not be his writing, but some branches of his family spelled the name with ‘a’ in it. Edward Newman, Esq., Solicitor, of Barnsley, writes me thus:—“The place “where Sterne wrote his name on the Ceiling of your School “was pointed out to me when I was there in 1813. My “Brother was there too, 10 years earlier, but I never heard “him say that he ‘saw it”. The Rev. Thomas Finch, of Morpeth, who was a pupil from 1808 to 1820, says in a letter to me, “The legend during the time that I was at Heath “respecting Sterne was that he was a scholar there, and the “panel on the ceiling was pointed out, on which he was said “to have daubed Lau: Sterne”, as if it was not there in his time.

One would think that the tradition was satisfactorily confirmed. If the act was done, it must have been done before 1727, for in the latter part of that year the Master was superannuated, and therefore before Sterne was 14 years of age, or after March 1730-1, when he was in his eighteenth year. It does not seem likely that he would then have been whipped by an Usher. There is however a serious contradiction between Sterne’s statement and the facts which we have mentioned in a former Chapter. Sterne speaks of an “able Master”. Now Mr. Lister had in 1723 been already Master 35 years, and a contemporary says, on his death in 1728, that there had not been a rightly-qualified Master for nearly 40 years, and describes the Master as a good-for-naught fellow. It seems singular also that in 1727 Sterne’s Uncle with his newly appointed fellow-governors “proceeded (as he says) to examine into the School” and

* The ceiling was carefully washed and examined when the old building was taken down in 1879, but no trace of the inscription was found.

found among other things "the present Master to be superannuated, the Usher about 19 or 20, and, no doubt, a person far from being capable of discharging his duty". This to the Archbishop, but a few days before in a letter to the Vicar he says, that the scholars to their great loss had for many years been neglected. How then could any one who had been a pupil at the time say that he had been under an able Master? Laurence was perhaps acquainted with Mr. Lister, and had him in mind when describing the pedagogue which Mr. Shandy would not have for his son. At any rate we know that the persons of his tale were most, if not all, persons whom he had met with during his life. The reader will feel that the writer satirises somebody when he thus writes:—"The governor I make choice of shall neither lisp "or squint or talk loud or look fierce or foolish; or bite "his lips or grind his teeth or speak through his nose or "pick it, or blow it with his fingers".

"He shall neither walk fast, or slow, or fold his arms, "for that is laziness; or hang them down, for that is folly; "or hide them in his pocket, for that is nonsense. He "shall neither strike or pinch or tickle, or bite or cut his "nails or hawk or spit or snift or drum with his feet or "fingers in company. I will have him cheerful facete jovial; "at the same time prudent attentive to business, vigilant, "acute argute inventive quick in resolving doubts and "speculative questions; he shall be wise and judicious and "learned". (*Tristram Shandy*, c. 48.) Verily Sterne must have met with some queer Schoolmasters!

Sterne evidently had a poor memory for dates at any rate. He did not remember whether he went to school in the autumn of 1723 or the following spring; he misdated his entrance into the University; nor would anyone from his own statement think that he stayed there long enough

to take a degree. Whether he learned anything under his able Master, is uncertain. At any rate it is said that "he would learn when he pleased and not oftener than once a fortnight". (*Fitzgerald's Life of Sterne*, p. 87.)

I should never have questioned the tradition relating to his school, had it not been said that he was fixed at Hipperholme and not at Heath. Mr. Lister, of Shibden Hall, tells me that Miss Lister, who is now alive and about 80 years of age, says she distinctly remembers her father telling her that Laurence Sterne used to walk to Hipperholme School from his uncle's house along an ancient footpath which formerly ran through the yard of Shibden Hall. She also states that Sterne was a frequent visitor at Shibden Hall when her grandfather was a boy; and *he* was born in the same year as Sterne.

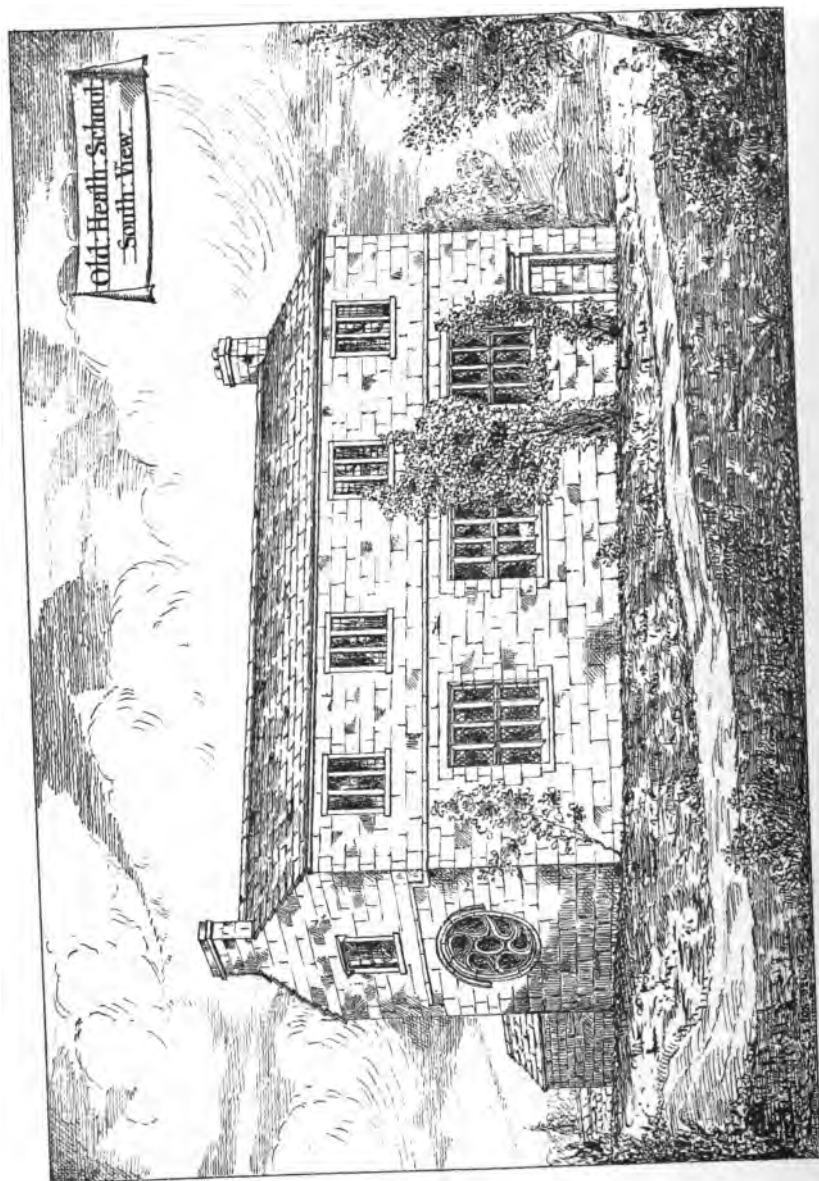
Is there however anything to confirm this? The Listers and Sternes were well acquainted, as Richard Sterne had married for his first wife the widow of Samuel Lister, by birth a Priestley. The Master of Hipperholme School was the Rev. Nathan Sharpe from 1703 to 1733; and he was connected with the Priestleys, for the Priestleys' arms were quartered with those of the Sharpes*. R. Sterne also speaks of his cousin Abraham Sharpe, who was appointed in 1727 to the Curacy of Sowerby Bridge; and one Abraham Sharpe of Hipperholme, Clerk, was married at Coley in 1727 to Ann Walker. R. Sterne, too, after his marriage, lived for six years at Shibden Hall. His daughter, Mary, is mentioned in P.R., under 1704, as being "baptised by Mr. Sharp", it being most unusual at that time to insert the name of the officiating clergyman: and it is somewhat singular that he should have been elected a Governor of Hipperholme

* Sharpe's arms are the same as those of the Sharpes of Horton, to which family Archbishop Sharpe belonged.

School in May, 1729. R. Sterne's family leanings then must have been towards Hipperholme School. Nathan Sharpe was in the prime of life in 1723, when Laurence was first "fixed at school", being then under fifty years of age, while Mr. Lister of Heath would be over sixty. I may add to this, that a Gentleman wrote to me from London in 1877, enquiring whether there were any registers belonging to the School, which contained the name of his Grandfather. He was in the habit, he said, of mentioning the anecdote of Laurence Sterne, as if the event which it records took place at the school, where he was educated about 1745. But the writer could not say whether he was at Heath or Hipperholme, and wished to know whether there was anything which would decide it.

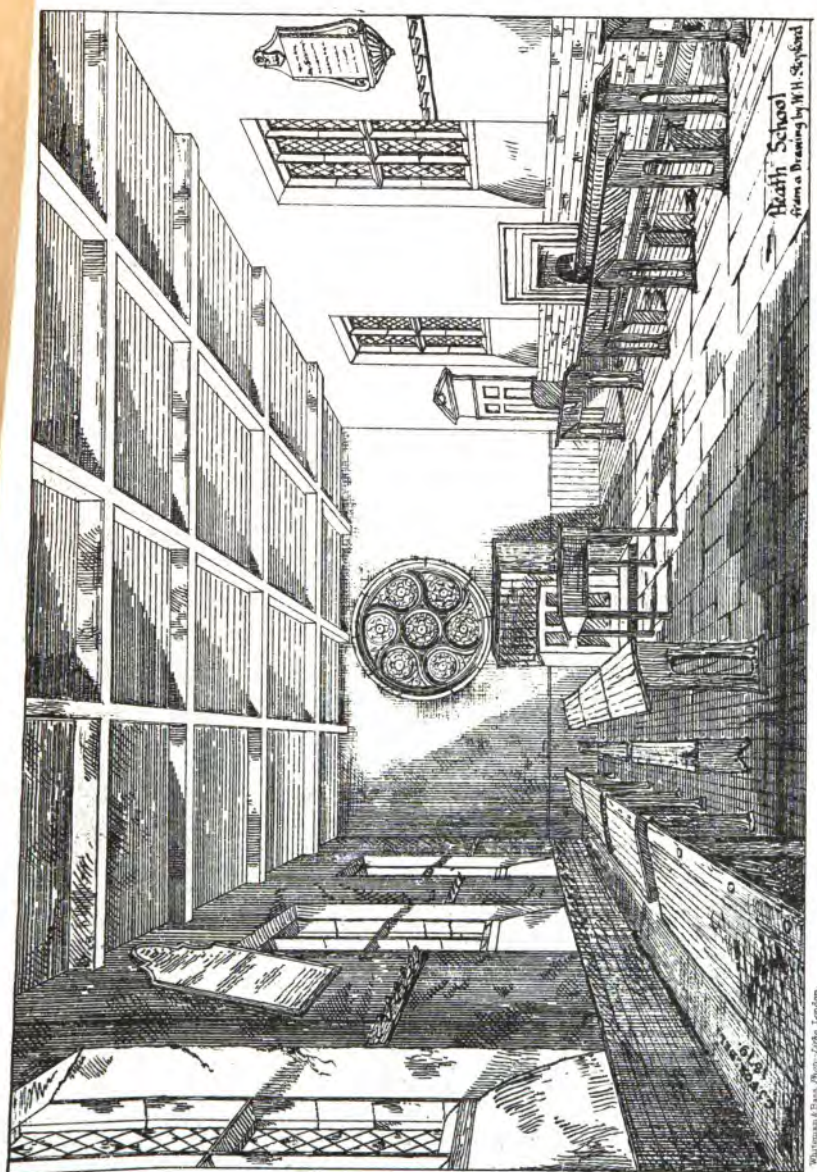
It may be said, that Laurence was sent to Jesus College, because his master Mr. Lister was of that College; but, to say nothing of the fact that a goodly number from the West Riding happened to be members of that College about that time, Laurence's grandfather, the Archbishop, had been Master of the College, and had left money for four Scholarships in it; and one of the fellows, a Mr. Styan Thirlby, had got R. Sterne in 1729 to promise a subscription to a work in which he was interested, thus showing that there was still some sort of connection between the family and that College.

I must leave the matter unsettled. It is possible that Laurence was fixed at Heath and wrote his name there, but was afterwards removed to Hipperholme, when the infirmities of the Master at Heath caused the School to be neglected. The writing which was in existence in 1810 might have been a recent invention, a forgery in fact. The real writing must at that time have been faint, as 80 years had elapsed since Sterne's time: besides, the School-room had often been whitewashed, as the Governors allowed the Master annually a guinea for that purpose.









W. H. Steward & Son, Photo. Litho. London.

CHAPTER XIV.

§1. THE OLD SCHOOL. §2. THE NEW SCHOOL.

§1. I HAVE said in Chap. V. §2 that we have no description of the School-buildings, except that Wright in 1738 spoke of a stately Grammar School whose building was fair, fine, and large. The Schools Inquiry Commission is content with saying that "the premises are old and have a reverend and quasi-ecclesiastical aspect". To help the memory of old pupils, I propose giving in this Chapter a brief description of the building with which they have so many associations. It was as they remember, obscured from the road by several insignificant and private buildings, and was approached through an uneven and almost private yard. One of the Lithographs in this work shews it as it would appear when divested of its external incumbrances. When examined carefully, it would seem as if it consisted of a long room with three Elizabethan Windows in the side, over which had been erected at a later period a series of dormitories, with four windows of a very cottage-like nature. It is probable that the school-room had originally a high-pitched roof, and it was found when the building was pulled down, that the old oak timbers had been used as far as they served, and the deficiencies were supplied by new deal. At the west end of the north side there was an entrance, screened from the north winds by a low porch. On entering, the pupil beheld a room which was fifty feet six inches long, twenty-one feet ten inches broad, and fourteen feet six

inches high*. His eye would perhaps light first on the Master's awful desk at the east end, masking a door, by which he would afterwards frequently see a pleasant or frowning face emerge from the School-house: he would at first however become more familiar with the Usher's desk, which was placed near the entrance at the west end, exactly facing the Master's throne. As time went on, and he had opportunities of looking about him, he would observe three mullioned windows on the north side, each with two uprights and a transom, and three similiar windows on the south side, but each having *three* uprights and a transom. A few observant boys would discover that these windows were a foot broader than the northern ones†, and would account for it by the north side having to give room to a large fire-place as well as the entrance. But the most attractive sight to the new pupil would be a circular window‡ at the west end,

* This room ran so truly east and west that the rays of the setting sun on the day of the Autumnal Equinox shone straight through the west window. The house crossed the east end, due north and south, and projected beyond the school-room, so that the whole formed a Latin Cross with the eastern apex mutilated.

† I had several times set "The School-room" as a subject for a Theme, but I do not recollect any notice being taken of the difference of the windows, unless attention was previously called to it.

‡ This window was always very attractive: it is the only piece of the old building that now exists, and it is inserted in the north end of the drill shed, looking towards Free-school Lane. I have never seen any account of this window. According to the statements of persons connected with the New Buildings, it was an insertion in the old room after it had been completed, the stones round it not fitting in well, but having to be packed with clay and odd pieces of stone. There is a similar window over the porch of Elland New-hall, a building which was refronted by one of the Saviles about the same time as the School-room was built. Whether it was a design furnished by a local mason or copied from one at a distance, there is nothing to shew. In Dr. Favour's Subscription List, there is an item in Latin, of which the translation is "Will: Savile of Wakefield one glass window", but there is nothing to prove its connection with the window in question, beyond the fact that a window was given by a Savile, and a window like ours was adopted in another Savile's residence about the same time. The only mention of our window that I have met with is in the Governors' Account Book:—"1775 Feb. 18. Harper for Round Window £1. 1. 0". This would be for glazing, as the next account paid to Wm. & Jas. Harper is for 'new glazing'.

which he would soon learn to distinguish as the apple-and-pear window, though he might at first imagine it to contain a representation in glass of a series of sections of snail shells revolving round a central circle. If he was inquisitive enough, he might learn that it was a Catherine-wheel window, or perhaps a rose window, or even be told that it was an oriel. But it would ever be a puzzle, how or why it got there. Some of his communicative school-fellows would soon be asking him if he had ever heard of old Laury, and would point out a partition of the ceiling where he was said to have painted his name: and he would look at the 28 partitions into which the ceiling was divided by the beams that supported the dormitories, and wonder if he could not himself do something of the kind in future days; but he would soon find an easier way of transmitting his name to after days as he looked at the wainscoting that surrounded the room, ancient and venerable in his eyes, but in reality of so late a date as 1816. If his position allowed him, his eyes would often be taken from his book, by the Stancliffe Tablet on the north side, and he would gaze and gaze again at the awful head on its top, which he would irreverently style "the Nigger", though he might be emboldened some day with school-boy wit to put a pipe in its mouth. And if transferred, as he might be, to the opposite side of the room, he might (if he was a pupil in the last days) have gazed wistfully at the Tablet which told the Scholarships and the Honour of Senior Classic gained by a former pupil, J. W. Bonser, between 1866 and 1870, dreaming perhaps that such things were often done, but not knowing that few schools except the greatest ever gain such a distinction as Senior Classic. There would be nothing else to engage his attention: he would not care to know that the sash windows* went out, and diamond panes

* There might have been some names of interest scratched on these, but none attracted my attention, as I had then but recently come to Halifax, except "John Lonsdale 1706".

came in, with the New Year 1862, and that the desk at which he sat, consisting of a sloping slab of wood on an iron frame that was screwed down to the floor, was no older than the diamond panes. Often however did he feel annoyed by the stone floor on which he had to stand, though there was wood where he sat, and at the distance which lay between him and the fire, a distance so severely felt on a cold day, especially if he was in one of the upper classes.

§2. (*Contributed by the Architects themselves.*) The New School Buildings are adjacent to the site of the old School and are designed in the Elizabethan style of Architecture, a feeling having been expressed by some of the Governors for the style of Architecture prevalent in the district at the time the old Building was erected. It having been thought judicious that some relic of the Old School should be perpetuated, the "Apple and Pear" window is placed in the North Gable of the Covered Drill Shed, and a replica of the same window introduced into the Centre Gable of the New Building.

The Plan of the School Building is somewhat in the form of the letter E, the long side of which is towards Free School Lane, and set back 50 feet from the road. The Centre Arm is formed by the Assembly Hall, which is placed longitudinally.

Referring to the Ground Floor, a corridor eight feet wide runs the whole length of the Building, and from it, to the right of the entrance Hall, access is obtained to the following rooms:—Cloak Room, with ingress and egress doors, Lavatory, Library 18 feet by 12 feet 6 inches, and two Class Rooms, each 20 feet by 18 feet. To the left of the Hall there are four rooms, one being the Masters' Room 18 feet by 14 feet, and the other Class Rooms each 20 feet by 18 feet. Opening out of the Vestibule is the Porter's Room, while directly opposite the entrance is the Assembly Room 50 feet by 30

feet. This, the principal department in the Building, has a Queen Post open timbered roof ornamented with the characteristics of the style. In addition to the Main Entrance doors this room has two side doors for the use of the Masters.

The first floor is reached from the entrance Hall by an open stone staircase, with oak balustrade, newels, etc., and together with the Vestibule doors, arching, etc., forms a characteristic feature of the interior of the Building. The main staircase is lighted from the recessed portion shewn in the front view, which, while fully answering the desired end, assists in breaking up what would otherwise be a long and perhaps monotonous frontage.

The rooms on the first floor are disposed somewhat similarly to those on the ground floor, and comprise a Museum 28 feet by 18 feet, Science Room 27 feet by 20 feet, Laboratory 20 feet by 18 feet, and private Laboratory (for the use of the instructor in science) 18 feet by 12 feet. These Rooms are en suite. To the left of the Staircase there is a Class Room 20 feet by 18 feet, then the School of Art Department consisting of three Rooms somewhat similar to the Science Rooms.

In the sub-ground floor is located the Dining Room 35 feet by 18 feet, easily accessible from the entrance Hall. A Cooking Kitchen, China Closet, Lavatory, etc., are connected with the Dining Room, while to the back are situated the apartments of the caretaker.

To the south-west of the School Building are situated the Covered Drill Ground (50 feet by 33 feet) and the Gymnasium (50 feet by 24 feet), the latter having attached to it two small rooms, also a Gallery for visitors with access from the covered Drill Ground.

The warming and ventilation to the School Building are upon the most approved methods. The rooms, etc., have rows of hot water pipes upon the low pressure system which

is considered the most healthful. The Masters' Room and Dining Room have fireplaces in them, in addition to being warmed by hot water pipes. The Ventilation is effected by Boyle's patent outlets, and Shillito & Shoreland's patent Vertical pipe inlets.

The work has been executed by the following Contractors who are all local men:—Masonry by Messrs. Chas. Bolton & Co.; Joinery, by Messrs. S. Wadsworth & Son; Slating and Plastering, by Mr. Alf. S. Blackburn; Plumbing, Glazing, and Heating Apparatus, by Mr. John Naylor; Painting, Mr. Jonas Binns; Iron Railing and Gates, by Messrs. Hirst Bros.; the Locks and Ironmongery were supplied by Mr. R. W. Parkin, of Sowerby Bridge.

The Architects are Messrs. Leeming & Leeming, of Northgate Chambers, Halifax, and Mr. R. J. Bryan has acted as Clerk of the Works.

Operations were commenced by the Contractors in August 1877. The Old School was vacated in April 1879, and with many inconveniences the New Buildings were first used on April 17th, but as new furniture was required, and the approaches and play-ground were unfinished, there was no formal opening. The old buildings have been removed, and some alterations in the Master's house are still in progress (October, 1879), but some time will yet elapse before all is complete. But when finished, the building, with school furniture of the newest design, will be well worthy of inspection; and then, "Open, Sesame!"

CHAPTER XV.

- §1. THE EARLY GOVERNORS. §2. THE GOVERNORS UNDER THE
CHARTER OF 1729. §3. LIST OF GOVERNORS FROM
1584 TO 1875. §4. THE GOVERNING BODY
UNDER THE NEW SCHEME.

§1. **WE** have three lists of the first Governors of the School; one in the Charter itself, another (in the Parish Registers) with their residences annexed, and a third in Brearcliffe's MS. together with their successors. There is also in P.R. a list of those who were elected on the death of the first "before the School was built" in 1598. It is difficult to make out the exact succession; even Brearcliffe differs from the P.R., and we have no record at all of the election of some. The date on the left of the names in the accompanying Table is that of election, except when in a parenthesis; then, it denotes merely some year in which their names happen to be mentioned: the date on the right is that of death or resignation. The line just before 1607 shews that there was a break in the line of succession. There is also no account of Governors in the latter part of the seventeenth century and the beginning of the eighteenth.

As the first Governors belonged to the most important families of the neighbourhood, some notice of them may be interesting, as the families to which they belonged have altogether passed away.

(1.) John Lacy was the eldest son of Hugh Lacy of Cromwell-bottom, and belonged to a family which once possessed the largest estates in the West Riding. He lived at Brearley in Midgley, not far from Mytholmroyd. His mother was a Savile, one of his sisters married John Deane,

another Governor, and Vicar Ashburne married Elizabeth Lacy, probably another sister. He died in 1585, shortly after the Charter of the School was signed. His son John was elected Governor in his place: he sold Brearley. The Ashburnes were on very good terms with the Lacys, as one of them lent the little bell of the Parish Church to Brearley, where there was probably a private chapel, which was not returned until the latter end of 1626, when it was "fetched back again", as the Register says.

(2.) John Savile was the eldest son of Henry Savile, of Bradley in Stainland, and Ellen Ramsden. He was born in 1545, and sent to Brasenose College, Oxford, in 1561. He left it without taking a Degree, going to the Inner Temple in London to study the Law. He became Sergeant of Law in 1594, was made a member of the Council of the North, which had its Head quarters at York, and was appointed Baron of the Exchequer in 1598. Though interested more than others in the foundation of our School, he was taken away from the neighbourhood so much by his public duties, without having any one to feel the interest in the School which he himself felt, that his laudable desires were on the point of failure; and all the efforts made and the expense incurred would have been in vain, had it not been for the zealous co-operation of Dr. Favour, in whom he seems to have placed the greatest confidence. He had collected together a most influential body of Governors, his neighbours and friends, but, for some cause or other, they were incapable of joint action.

(3.) Brian Thornhill lived at Fixby Hall, which his ancestors had occupied for 200 years. His grandmother was Janet Savile of Newhall. He belonged to a younger branch of the family, the eldest having ended in Elizabeth Thornhill, who married Henry Savile and lived at Thornhill, near

Wakefield. Brian died without issue, and his brother John succeeded him in the estates, and was elected a Governor on his death.

(4.) Francis Ashburne became Vicar of Halifax on the resignation of his father in 1573. He married Elizabeth Lacy, and died in 1585.

(5.) Henry Savile lived at Blaidroyd in Southowram, sometimes called 'The Bank'. His mother was a Savile, of Copley, and his great-grandmother a Lacy. He afterwards came to live at Shaw-hill, and died in London in 1617.

(6.) Henry Farrar lived at Ewood, not far from Brearley in Midgley, a manor which came to him on his marriage with Mary, the daughter of John Lacy. He paid the expense incurred in obtaining the Charter of the School.

(7.) William Dean of Exley married into the family of John Hanson, who was another Governor, and was connected also with the Wades. His brother's grand-daughter was the wife of the celebrated Bishop Lake. The estate of Exley was subsequently sold to the Greames.

(8.) Robert Wade lived at Fieldhouse in Sowerby, which he had bought of Henry Farrar. His family became connected by marriage with the Hansons, the Deanes, and the Ramsdens.

(9.) John Deane was of Deane-house in Midgley, and so was close neighbour to the Lacys and the Farrars. His wife was a sister of John Lacy. He had "departed with his family out of the Vicarage and Parish of Halifax" before January 1607, as the Parish Register tell us.

(10.) Anthony Hyrst or Hurst belonged to Greetland. I have found nothing whatever about him, except that his son Henry was Governor in his stead before 1598.

(11.) George Firthe lived at Firthhouse, which was at the extremity of Barkisland most remote from Halifax. His house subsequently came by purchase into the possession of the Hortons, who pulled it down and built a new house on

the site. He is mentioned in a will in 1588 with George and John Savile.

(12.) John Hanson of Woodhouse, Junior. He lived at Woodhouse in Rastrick. His family was connected with the Saviles by marriage, and also with the Wades. Some of the Hansons were the great lawyers of the neighbourhood, and great antiquarians. Nicholas, the brother of John, describes himself in his will as "one of the servants and clerks of Sir John Savile".

The brief account which I have given of the original Governors will serve to shew that they were very closely connected together by marriage or neighbourhood. They lived for the most part at a distance from the town of Halifax, and grouped themselves round the Saviles at Bradley, or the Lacys at Brearley, and so represented the Parish rather than the Town of Halifax; and, as I said before, the School was accidentally situated near the Town, because the Saviles and Farrars had some waste land that they could afford to part with in the neighbourhood.

The twelve Governors, whom I have mentioned, are specified by name in the Original Charter. It is also there stated that "there shall be for ever within the said Parish "and Vicarage of Halifax twelve of the discreetest and "honestest men dwelling within the same Parish and Vicarage "for the time being which shall be called the Governors of "the possessions revenues and goods of the Free Grammar "School during their lives so that they use themselves "well and faithfully towards the said School Whensoever "any one or more die or otherwise dwell out of the said "Parish and Vicarage of Halifax and with their family depart "thence the other Governors [shall] choose and nominate "any other meet person or persons being above the "age of twenty-four years &c." The election was to be

made within a month of the vacancy, and if "it was not made in form", the Archbishop of York was to elect. The Governor elect was to take an oath, and could not act until he had done so.

N.B.—There was no *ex-officio* Governor, as used to be supposed. No Vicar of Halifax seems to have been Governor between 1712 and 1779.

§2. I have in Chap. VII. given an account of the confirmation of the Charter in 1729. There is very little necessity for going into detail respecting the new Governors. The reader will remember Mr. Lister's letter, in which their nomination is attributed solely to Mr. Sterne. But he seems to have had some difficulty in getting a suitable body to act with him. Mr. Lister speaks of himself as having been applied to, and also of a Mr. Turner (about whom I find no further mention); he puts in his list a Mr. Ramsbothom also, and leaves out the old Governor, Mr. Greame, as if he had been at first unwilling to continue in office, though Mr. Sterne had two months before sent only eleven names to the Archbishop. He was probably gained over by Mr. Sterne, as no one would have been left to administer the oath of qualification. At any rate Mr. Lister's letter shews that there were doubts even after Mr. Sterne's nomination of eleven. Many hung back, having taken fright probably at the pecuniary difficulties which Trustees had recently encountered. The nucleus of the new body was Mr. Sterne; he first gained over his father-in-law, Mr. Booth; there would not be much difficulty in persuading John and James Batley, Mr. Farrar, and Mr. Ramsbothom, who had suffered directly or indirectly from the decision of the Commission, mentioned in Chap. VII. Mr. Burton's name was perhaps added out of compliment. I do not find any mention of

the four others. He would probably have a difficulty on Mr. Ramsbothom's refusal to serve, as he certainly had when Mr. Burton, Mr. Stot, and Mr. Ramsden declined: but he eventually got over all obstacles, and was able to fill up the vacancies. One of the three Governors elected after the receipt of the Charter, W. Walker, was perhaps a relation of R. Walker, whose estate had felt the Commission's heavy hand. Mr. Sterne's success did good service to the School, though his plan had had its origin in a discreditable state of things, to say the least. He had evidently to pay for it; but it was to his special perseverance that the School at length became useful to the community, and was more closely connected with the Town and its immediate neighbourhood. From his time there has never been wanting a succession of faithful and conscientious Governors, to whose able discharge of their duties special testimony was borne in the Report of the Schools Inquiry Commission. Thus was good evolved out of evil, and selfishness used as an instrument to promote the general welfare.

§3. LIST OF GOVERNORS FROM 1584 TO 1875.

1.	2.
1584 John Lacy Aug. 1585 John Lacy (<i>son</i>)	1584 John Savile Feb. 1604
1607 Anthony Wade 1620 Jo : Fourness	1607 Henry Savile (<i>son</i>) Sep. 1632
(1624) Richard Dearden Jun. 1626	
(1629) Thomas Whitley	
(1635) John Whitley	(1635) John Savile
(1714) Henry Greame 1739 Nov.	
(1727) „	1727 Richard Sterne Oct. 1732
(1744) Christopher Rawson	1762 John Ramsden (resd.) (<i>of Well-head</i>)
1780 John Rawson 1815 (<i>of Stoney Royd</i>)	1788 William Grimshaw
1816 John Rawson (<i>of the Shay</i>)	1795 Josh. Priestley 1819
1820 William John Norris	1828 George Priestley (resd.)
1837 Charles Norris	1838 John Rawson
1838 John Rawson (<i>of Brockwell</i>)	1854 William Henry Rawson

LIST OF GOVERNORS FROM 1584 TO 1875.

3.	4.
1584 Brian Thornhill Oct. 1598 John Thornhill (<i>brother</i>) John Thornhill (<i>son</i>)	1584 Francis Ashburne Jul. 1585 Henry Ledsham (<i>resd.</i>) 1593 John Favour Mar. 162 $\frac{3}{4}$
1612 Thomas Thornhill (<i>brother</i>)	1624 Robert Clay Apr. 1828 Hugh Ramsden Jul. 1629 Henry Ramsden Mar. 163 $\frac{3}{8}$ Richard Marsh (<i>resd.</i>) 1662
1727 Timothy Booth Dec. 1736 (1744) Samuel Lister 1766 William Haigh 1778 Thomas Dyson 1790 Samuel Lees 1808 George Greenup 1837 Mason Stanhope Kenny (<i>resd.</i>) 1863 Thomas William Rawson 1864 John Edward Wainhouse (<i>resd.</i>) 1871 Thomas Turley Sep. 1871	1727 Thomas Burton (<i>declined</i>) 1729(?) James Tetlay (Tetlow) 1753 Cyril Jackson „ Luke Hoyle } (<i>declined</i>) „ Rev. John Lister } 1754 Valentine Stead 1761 Joseph Bramley 1787 John Bramley 1812 Stansfeld Rawson (<i>resd.</i>) 1827 George Pollard May 1866 1866 John Staveley Jan. 1870 1870 Joshua Appleyard

LIST OF GOVERNORS FROM 1584 TO 1875.

5.	6.
1584 Henry Savile	1584 Henry Farrar
<hr/> 1607 Anthony Foxcroft	1611 John Brigge Feb. 1614 1613 William Harrison Jul. 1618 (1629) Humphres Drake (1634) John Drake Jun. 1642
1727 James Batley 1749 James Wetherherd 1778 William Newby 1801 William Rawson 1828 Edward Wainhouse (resd.) 1837 John Staveley (resd.) 1854 Edward Akroyd	1727 Robert Ramsden Aug. 1750 <i>(of Siddal Hall)</i> 1750 John Waterhouse 1759 Samuel Lees 1761 Luke Hoyle 1770 George Smith 1778 Thomas Preston Nov. 1821 1822 Thomas Preston (Junr.) 1837 Edward Rawson

LIST OF GOVERNORS FROM 1584 TO 1875.

7.	8.
1584 William Deane Robert Deane (<i>son</i>)	1584 Robert Wade Dec. 1594 Gilbert Saltenstall Dec. 1598 Richard Sunderland Jun. 1634
	(1635) Abraham Sunderland 1643
1727 Henry Haigh 1752 John Baldwin 1779 Henry Wood (<i>Vicar</i>) Oct. 1790 1790 Henry Wm. Coulthurst Dec. 1817 1818 Samuel Knight Jan. 1827 1827 Charles Musgrave Apr. 1875	1727 Elkanah Farrar 1760 William Greame 1766 John Edwards (1792) John Edwards (resd.) 1814 Henry Lees Edwards 1848 Henry Edwards

LIST OF GOVERNORS FROM 1584 TO 1875.

9.	10.
1584 John Deane (resd.) (?)	1584 Anthony Hyrst Henry Hyrst (<i>son</i>)
<hr/> 1007 Isaak Waterhouse Feb. 160 ² ₁₀ Anthony Waterhouse Mar. 162 ⁴ ₇ John Clough	(1624) John Cooper (1635) James Murgatroyd
<hr/> 1727 John Stot (declined) (1745) W. Walker 1787 William Smith 1798 John Priestley 1801 Josh. Lister 1818 John Dearden 1838 John Dearden (Jnr.) 1839 John Edwards Dyson 1840 William Haigh 1854 George Haigh (resd.) 1862 William Rothwell	<hr/> 1727 John Batley 1760 John Waterhouse 1802 John Waterhouse 1848 John Waterhouse 1879

LIST OF GOVERNORS FROM 1584 TO 1875.

11.	12.
1584 George Firth	1584 John Hanson 1621
(1611) Robert Hemingway Mar. 161 $\frac{1}{2}$	John Thorp
(1624) Jasper Blythman	(1627) Nathaniel Waterhouse Jun. 1645
(1629) Samuel Lister	
Thomas Lister Jan. 167 $\frac{1}{2}$	
1727 Robert Ramsden (declined) (of <i>Wharfehouse</i>)	1727 Richard Taylor
(1744) John Lodge	1763 Thomas Ramsden
1768 John Winn (declined)	1787 Robert Parker
,, John Royds	1796 Charles Hudson
1781 Richard Royds	1815 John Dyson (of <i>Willow Field</i>)
1806 John Haigh	1818 Robert Paley, M.D. (resd.)
1826 Thomas Ramsden (of <i>Heath Hall</i>)	1828 Jeremiah Rawson
1852 Thomas Robson Feb. 1877	1839 Samuel Waterhouse
	1852 Samuel Waterhouse (Junr.)

§4. THE GOVERNING BODY UNDER THE NEW SCHEME.

Some of the regulations made by the Endowed Schools Commission concerning the Governors are stated in their Scheme as follows:—

“The Governing Body shall ultimately consist of fifteen persons, of whom two shall be *ex officio* Governors, nine representative or elective, and four co-optative.

“The *ex officio* Governors shall be The Mayor of Halifax, and The Chairman of the School Board of Halifax, if they will respectively undertake to act.

“The Representative Governors shall be elected, Four by the Municipal Corporation of Halifax; Two by the School Board of Halifax; One by the Governing Body of the Hipperholme Grammar School; One by the Governing Bodies of the Endowed School at Boothtown, founded by Jeremiah Hall, and of the Endowed School at Elland, founded by Joseph Brooksbank, alternately; One by the Governing Bodies of the Endowed School at Rastrick, founded by Mary Law, and of the Endowed School at Sowerby, founded by Paul Bairstow, alternately.

“The Representative Governors shall be elected to office for the term of five years, and at the expiry of such term shall be re-eligible.

“The Co-optative Governors shall be appointed to the office for the term of eight years, and be capable of re-appointment. The first Co-optative Governors (1873) shall be appointed to office for life, being the eleven present Governors.

“Women may be Governors.

The first Members of the new Governing Body were:—

EX-OFFICIO.	{	Thomas Wayman	<i>Mayor.</i>
	{	John Henry Swallow	<i>Chairman of School Board.</i>
REPRESENTATIVE.	{	John Dyson Hutchinson*	<i>Elected by the Town Council, 1874.</i>
	{	Samuel Thomas Midgley	
	{	John William Longbottom	
	{	Nathan Whitley	
+	{	James Hope †	<i>Elected by the School Board, 1874.</i>
	{	John Edwards Hill	
CO-OPTATIVE.	{	Charles Musgrave	<i>(died 1875.)</i>
	{	John Waterhouse	<i>(died 1879.)</i>
	{	Edward Rawson	
	{	Henry Edwards	
	{	Thomas Robson	<i>(died 1877.)</i>
	{	Samuel Waterhouse	
	{	William Henry Rawson	
	{	Edward Akroyd	
	{	William Rothwell	
	{	Joshua Appleyard	
	{	John Rawson	

* Oct., 1879, Mr. Alderman Hutchinson not seeking re-election, Mr. Councillor Hall was chosen in his stead; the other Members of the Council were re-elected.

† Oct., 1879, The Rev. James Hope being no longer a member of the School Board, Mr. Alfred Ramsden was elected in his stead. Mr. Hill was re-elected.

‡ Mrs. Judd was subsequently elected as representative of the Endowed School at Rastrick.

N.B.—Mr. Edward Crossley also acted as Governor, during his Mayoralty, from November 1874 to November 1876.

CHAPTER XVI.

ON SOME OF THE EARLY SUBSCRIBERS.

A COPY of the Deed by which the Saviles conveyed their gift of land is in the Parish Register. As it is not only in Latin, but also has many contractions, I will present it to the reader in an English dress.

Let present and future know that we the Honourable Lord Gilbert Earl of Shrewsbury of the noble Order of the Garter Knight, Edward Saville Esquire son and heir of Henry Savile Knight deceased lately Lord of the Manor of Skircot in the county of York and George Savile Knight, have enfeofed delivered granted and of love towards our country and good learning have confirmed to the Governors of the possessions revenues and goods of the Free Grammar School of Queen Elizabeth in the parish of Halifax in the county of York commonly named "The Free Grāmer schole of Queen Elizabeth" by virtue of a royal licence under the great seal of England bearing date at Westminster the fifteenth day of February in the twenty-seventh year of the reign of the said Lady the Queen one messuage or house called "a Schole-howse" lately built and six acres of land, weak stony and bruery [*debilis lapidosæ et bruer'*] by estimation now [*modo*] of the annual value of eight pence lying contiguous, about the said messuage with the pertinences [*cum p'tinen'*] in Skircot aforesaid lying and existing on

the south side of the messuage and land in the same place now [modo] in the tenure of Michael Smyth and abutting on the land of the same Michael on the north side, on the waste or common of Skircot on the west and south sides and on the same common and the land of Abraham Milner on the east side. To have and to hold the aforesaid messuage or house called "a Schole-howse" and the aforesaid six acres of land weak, stony and bruery with the aforesaid pertinences to the forementioned governors and their successors, to hold of the chief lords of that fee by the services thence due and of right accustomed. And we indeed the forementioned Earl Edward Savile, and George Savile Knight and our heirs the aforesaid messuage or house called "a Schole-howse" and the aforesaid six acres of land weak, stony and bruery with the pertinences to the forementioned Governors and their Successors against us and our heirs will guarantee and for ever defend by [these] presents. . . .

In testimony of which we have put to this present document of ours our seals. Dated the fourteenth day of August in the fortieth year of the reign of our aforesaid Lady Elizabeth by the grace of God Queen of England France and Ireland defender of the faith, in the year of the Lord 1598.

Gilb: Shrewsbery. Edward Savill: George Savill. Sealed and delivered on the 4th day of October in the year below written at "Sheffield Lodge*", with the grant of the below written George Savill Knight of four oaks in "Eland p'ke" [park] for building the School below specified. George Savile. Jo: Savile. Jo: Lacy. Hen: Savile, Randle Catherall, nicol. Hanson. 1598.

* Sheffield Lodge or Manor was built as a country-house in Sheffield Park some two miles from Sheffield about the beginning of the sixteenth century by George, the fourth Earl. Hunter in his "Hallamshire" gives a view of what was left when he wrote his work.

I propose now to lay before my readers some of the early Subscription-lists which are to be found in the Parish Registers. Brearcliffe has them also in his MSS., though occasionally a difference occurs. On consideration I give them in their original Latin, because misinterpretations have been given of them or false deductions drawn from them, and will append a few notes.

I.

Nomina benefactorū p' edificatione scholæ de Halifax,
habitatiū ext. p'och de Hal.

-
- | | |
|--|---|
| 1. Rich. Saltēstall miles Maior Londō | iii ^{lb} 6 ^s 8 ^d |
| 2. Gibts comes Salop: et eius comitissa impetratu
Geor. Savile dono dederūt | 4 ^{or} querc' |
| 3. Henric ^s Savile p'pos: collegij Eton et cust ^s
colleg. Mertonēsis in Oxon. [Provost of Eton
College and Warden of Merton College in Oxford] | xl ^s |
| 4. Will. Thornhill canonics ^s Wigor. [Canon of Worcestor] | xl ^s |
| 5. Robt ^s Kaye de Woodsame armig. | xx ^s |
| 6. Guil. Ramsden de Longley armig. | xx ^s |
| 7. Jo: Jackson de Etherthorpe armig. | xx ^s |
| 8. Edw. Mawde vic' de Wakfeelde | x ^s |
| 9. Bilsbye ostiari ^s scaccarij [Usher of the Exchequer] | x ^s |
| 10. Tho. Crosland de Northerosland | x ^s |
| 11. Nicol. Feney, quōd. schol. Hal. | x ^s |
| 12. Tho. Norcliffe nat ^s in Barksland | x ^s |
| 13.+Jo: Nalson de Meathley in Lyme | xii ^s + |
| 14. Michael Doughty gen: nat ^s in Ovēd | xl ^s |
| 15. David Wat'house cle. coronæ bāc: reg.* | xl ^s |
| 16. Jo: Milner gen. quōd schol: Hal | x ^s |
| 17. Jo: Preestley ar. nat ^s in Soarby | x ^s |
-

* "Clerk of the Crown of the Queen's Bench".

18. Jacob ^s Stansfeeld armig.	x ^s
19. Tho: Pilkington armig.	xx ^s
20. Will. Ashton de Clegg	x ^s
21. Rich. Cole armig	x ^s
22. Jo: Lister Aldermānus de Hull	iiij ^{lb}
23. Jaspar Blythman armig.	xl ^s
24. Edw. Ashton Rector de Middletō	xx ^s
25. Shuttlesworth et Jo: Preestley sup ^a noīat ^s executores Michel* Rect: de Oxhill in comit. Warw.	} iiij ^{lb}
26. Guil. Savile de Wakfeeld vitri. unā fenestr	
27. Rich: Bewmont de Wh. armig.	xx ^s
28. Jo: Ramsden Gen.	xx ^s
29. Samuel Saltēstall de Hūswick gē.	xx ^s
30. Robt ^s Waterhouse de Harthill	x ^s
31. Josuah Smith vic' hudd'feld	x ^s
32. Jo: Armitage ar.	x ^s
33. Robt ^s Nettleton de Almōbery	x ^s
34. Edward ^s Copley de Batley, arm:	xx ^s
35. Alexand ^r Stocke Rector de Heaton.	xx ^s
36.†A Doct. Benet Cancel. Eborac' p' p'te pænit: } xpophr Oldfeeld adulterij crimine cōvicti. }	xl ^s
37. Henry Foxcroft de Batley gen.	x ^s
38. Marmaduke Eland gen.	x ^s
Sū xllb. vjs 8d†	

* Henry Michell was Rector of Oxhill near Kineton in South Warwickshire from 20 Jan., 1558, to 1597. It is worth noting that from this Church (a remarkable Norman building) the clerk followed by the congregation turned out on Sunday, Oct. 23rd, 1642, to witness the battle at Edgehill. I think that the Rector belonged to the Mitchells of Scowt in Shibden.

† It is singular that Doctor Benet L.L.D. was in 1616 Chancellor of Canterbury, when the will of Gilbert Earl of Shrewsbury, mentioned at the beginning of this List, was proved before him.

‡ In this sum the writer has left out the value of the lime 12s., which will account for + . . + in that item. B. has also read + as if it were 4, and so made £40 19 0.

II.

Noia benefactorū in p'ochia de Halifax inhabitātiū p'
edificat: scholæ et imuratione eiusdē et terrarū eidem
contigue adiacētiū

39. Henric^s Farrar Ar. chartā incorporationis suis sūptib^s et
labore procuravit et obtinuit.
40. Joan. Savile serviens ad legē vth
(*serjeant at law*)
41. Bria: Thornhill cū Jo: fratre 6 querc^s
42. Joan. Favour ll. Doctor in pecū:
Dictio: Anglicolat: Lexi. græcolat
43. Joan. Lacy de Briarley ar. 4 querc^s
44. Jacob: Kinge de Sk. testa*: leg: vth
45. Tho: Hopkinson de Eland test: leg: x^s
46. Jo: Hanson Senior de Woodhouse xxv^s
47. Jo: Longbothā de North. test: leg: vth
48. Rich: Townend p' testam. iijth vj^s 8d
49. Antony Hurst de greetl. p' test. xl^s
50. Tho: Haworth de Hal p' test. xx^s

Halifax

Daniel Foxcrofte	xl ^s et xx ^s
Robt Greenefeeld	xl ^s et xx ^s
Robt Lawe	xl ^s
Brian Crowther	xl ^s
Edward Broadley	xl ^s
John Waterhouse	xxx ^s
Willm Harison	xxx ^s
Vid. Will. Baerstow (<i>Vid. is Widow</i>)	xx ^s
Rich. Lawe	xx ^s
Joa: Baerstowe cū ux. fil. (<i>i.e. with his wife's son</i>)	xxx ^s
Tho: Warde	xx ^s

* test., testa:, testam:, mean *will*, and leg: *legavit* or *bequeathed*: p' is for
per i.e. by.

Robt. Greenwoode	xx ^s
Robt Exley	xx ^s
Henry Hoyle	xx ^s
John Mawde	xx ^s
Rich. Maye	xx ^s
Josephe Wormale	xiijs 4d
John Wilson	xiijs 4d

xxv^{lb} xvi^s viii^d

a reliquis inhabitātib ^s	}	xv ^{lb} i ^s ix ^d
in minorib ^s sūmis		

Sū 40^{lb} xviijs v^d

Skircote

Isaake Waterhouse de Woodhouse	iijs ^{lb} 6 ^s 8 ^d
Anton. Wade de Kingcross	iijs ^{lb} vi ^s 8 ^d
Jacob: Kinge sup ^a noiats	xl ^s
Rich: Waterhouse Mertleb. (p)	xx ^s
Edward Whitakers cū fil. Edw	xxvi ^s 8 ^d
John Lockwood	xx ^s
a reliquis	ij ^{lb} xiiij ^s iiij ^d
	<hr/>
Sū	14 .. 14 .. 4

It would be too tedious to put down all the minor sums added to the Subscription from the various Townships: it will be sufficient to give the sum total collected in each.

	£	s.	d.		£	s.	d.
Sowerby	13	4	2	Stainland	1	11	6
Warley	7	14	8	Rastrick-cum- Toothill	1	2	10
Ovenden	6	7	0	Fixby	0	14	6
Northowram ...	10	18	10	Heptonstall... ..	2	0	2
Hipperholme ...	6	9	6	Stansfeild	2	2	6
Southowram ...	8	1	2	Waddesworth ...	3	4	8
Midgley	3	16	4	Eringden	0	18	2
Shelf	1	10	0	Langfeild	0	17	6
Elland-cum- Greetland	5	9	4	John Hogg of Shelf	5	13	4
Barkisland	1	16	8	(by will)			
Rishworth-cum- Norland	2	9	1	John Northend of Folde in North- owram	1	0	0
				(by will)			
	£67	16	9		19	5	2
					67	16	9
					£87	1	11

SUMMARY.

	£	s.	d.
I. Subscriptions outside the Parish	40	6	8
II.(a) „ in the Parish	23	1	8
(b) „ in Halifax	25	16	8
(c) „ „ (in small sums)... ..	15	1	9
(d) „ in Skircote	14	14	4
(e) „ in other Townships	87	1	11
	£206	3	0

I think that anyone will be able to make out the above list, if he knows that 'comes' means *Earl*, 'miles' *knight*, ar. arm. armig. *esquire*, and gen. (for *generosus*) *gentleman*. He must also know that (-) over a letter denotes the omission of *m* or *n*, and that *s* at the end of the word is for *us*, and that *Sū* is for *Summa*, i.e. *Sum Total*. The heading of the first list is, in English, "Names of the benefactors for (*pro*) the building of the School of Halifax, dwelling outside the parish of Halifax", and that of the second is "Names of benefactors dwelling in the parish of Halifax for the building of the School and the walling of the same and of the lands contiguously adjacent to the same". I have found out a great deal of information with respect to all the subscribers except Bilbye, Crosland, Cole, and Lockwood; but it would only encumber this work to give it. If any one will look at a Map of the West Riding, he will see that most of the subscribers lived in the country extending between Stainland and Wakefield, a country in which the Savile influence was very great at the time. It is necessary to state what is meant by some places. Etherthorpe or Edderthorpe, i. e., Edric-thorpe, was in Darfield, and was held by a son-in-law of Sir J. Savile; Huntswick or Huntwick was between Wakefield and Pontefract; Clegg was in Rochdale parish, but the Ashtons both of that and of Middleton were connected with the West Riding families; Harthill was near Sheffield, but its owner was connected with the Waterhouses of Shibden; and Eland (38) lived at Carlinghow near Batley. There is a difficulty in one or two points. I do not know why Feney (11) and Milner (16) are spoken of as *quondam schol.* (scholars?), as the School was not yet built. A Nicholas Feney died in Almondbury in 1616, aged 78, and it is said that the family then became extinct. Bilbye, Cole, and Benet (who was LL.D. and a civilian) were probably con-

nected with the courts, which Sir John Savile had to do with, either at York or Westminster. It is singular that the will of the Earl of Shrewsbury, who is at the head of the List, was proved in 1616 before Dr. Benet, whose name is at the end. There is something curious about (13). There were Nalsons* at Methley in Henry the Eighth's reign, but it was a pretty good distance for twelve shillings-worth of lime to travel. This is the only instance of an English Word in the lists, which are in Latin, and also of the value of material being given. But it was evidently an after-thought, for it is not reckoned in the sum total.

Almost every one in the Halifax List bore office, either as Churchwarden or Constable, and so came under the influence of Dr. Favour. Edward Whitakers was Rector of Thornhill, and therefore a dependent of the Saviles. It seems clear then that Sir John Savile, or his agent Dr. Favour, got most of the subscriptions. But the principal ones were got outside the parish, and very little credit is due to what we now call the Town of Halifax, except as regards Brian Crowther's Legacy.

As regards (42), we may say that what Dr. Favour gave in money he kept secret to himself; but it was well known that the School owed to him a Latin-English Dictionary and a Greek-Latin Lexicon, and also a large Bible. (See p. 19.) He also mentions in one of his letters (L.P.CL.) that he and Sir John Savile had been "enforced to enlarge their benevolence above that that they had before given". The lists in P.R. were probably drawn up after his death.

* In 1635 a "Mr. Nelson" of *Hipperholme* subscribes 10s. 0d. There were Nelsons or Nalsons in possession of Dove House near there. I have thought it possible that 'in Lyme' may be some corruption of Mytholme written badly, just as Mertlob: is of Mear Clough Bottom.

We also find the following in the Parish Register:—

December 3 Anno Dni 1635.

A particular of such moneyes as have been given towards the purchase of lands for the free grammar schoole of Queene Elizabeth neare Hallifax this last yeare and collected by Henry Ramsden vicar of Hallifax. The summe to be collected was one hundred four score and tenne pounds.

Given by such as live out of the Vicaredge.

Imprimis (55) Mr. Charles Greenwood parson of Thornhill £20 0 0

Itm (56) Mr. Beniamen Wade of New Grange 5 0 0

Itm (57) Mr. Okewell vicar of Bradford 5 0 0

Itm (58) Mr. Nicoll minister of Thorneton 1 0 0

Given by the governors of the said schoole

Imprimis (59) Mr. John Savile of Methley, esquier 5 0 0

Item out of moneyes left by (60) Mr. Richard Sunderland of Coley Hall Esquier deceased to be disposed of by his sons to good uses	}	10 0 0
---	---	--------

Itm (61) Mr. Abraham Sunderland esquier 6 0 0

Itm (62) Mr. John farrer esquier 3 6 8

Itm (63) Mr. James Murgetroid 5 0 0

Itm (64) Mr. Daniell ffoxcroft 5 0 0

Itm (65) Mr. John Drake, Horley Green 5 0 0

Itm (66) Mr. John Whitley of Wheatley 2 0 0

72 6 8

Summary of small Subscriptions.

Halifax	£41 5 8	Sowerby	£10 2 8
Northowram	14 16 4	Warley	7 5 0
Southowram	17 16 8	Hipperholme	6 3 4
Midgley	1 13 4	Shelf	3 0 0
Skircoat	5 11 8	Norland	4 10 0
Ovenden	10 1 8	Rushworth	0 5 0
		<hr/>	
		£122 11 4	
		<hr/>	

I have given an account of (55) in Chap. X. p. 65. (56) was son of Anthony Wade of King Cross, who had married Judith Foxcroft of New Grange, near Leeds. (57) was Vicar of Bradford from 1615 to 1639. His name is generally spelled Okell; he was uncle to Daniel Barraclough of Halifax, whose will is given in L.P.LIX. (58) was probably one of the "four learned preachers" sons of Richard Nichol of Southowram (P.R. under 1603). There are three additional subscriptions mentioned besides the above, amounting to £1 16 8, so that the sum total is £196 14 8, which exceeds the statement in the paragraph preceding the Lists. The Lists are signed by Jo: Farrer, Antony Foxcroft, Nathaniell Waterhouse, Thos: Lister, Edw. Hanson, John Drake.

CHAPTER XVII.

SCHOLARSHIPS AT THE UNIVERSITIES IN WHICH THE SCHOOL HAS AN INTEREST.

IT is of great advantage to a provincial school to have exhibitions or scholarships attached to it. The schools of York, Shrewsbury, Manchester, and Birmingham, for instance, have been able to send many scholars to the Universities, who have gained great honour for their schools, and have obtained by their ability high positions in the world. Fifty pounds per annum will not of course pay the expenses incurred at the Universities, but will be a considerable assistance to parents who are desirous of sending their sons there. Scholarships supply a stimulus to the scholars, and very few who gain them fail in obtaining additional pecuniary advantages, which enable them to go through the University Course without much burden to their parents. Birmingham School for instance has not only produced many men who took high degrees and are occupying useful positions in the world, but can reckon among its alumni the Bishops of Durham and Truro, and Canon Westcott, who were its exhibitioners. And many have left their mark on the history of the country, who owed their all to similar support. But at Heath School there is nothing of the kind. It has certainly an interest in some scholarships, but it has to compete with other schools, so that a parent can never reckon on any help as certain, however able his son may be, and those who have contributed any honour to the School by taking University Honours have done so without its assistance. Learning with an empty pocket cannot expect to succeed,

and there is here no encouragement to men of slender means to send their sons, however talented, to a University. It is worth notice that the exhibitions at the schools which I have mentioned are due to the liberality of men who lived two or three centuries ago, and the present generation which feels a pride in the successes of those schools does so without having itself contributed anything towards them.

I have said that Heath School has some interest in exhibitions or scholarships, and I will now give some account of them; but I may say, Has no one any wish to raise the status of the School by adding to them? It should always be borne in mind that the School was not made for itself, but to prepare its scholars for something that was beyond it. Its education at the best was not intended to be final, but only preparatory for a higher stage.

Let us see what has been done with a view to this. John Milner, a native of Skircoat, and a scholar of Heath School, successively Vicar of St. John's Church in Leeds, and of the Parish Church there, had an only son, Thomas, who became Vicar of Bexhill in Suffolk. This son bequeathed in 1721 a sum of money to Magdalene College at Cambridge, to provide Scholarships for scholars from Heversham School in Westmorland, and from the schools of Leeds and Halifax. I am informed that these are now of the value of £80 a year. They are given, as they become vacant, to such candidates as successfully pass a prescribed examination which takes place every year in April. The Tutor of the College tells me that the subjects are:—"Euclid, Algebra, Trigonometry, Conic Sections, Passages from Greek and Latin Authors for Translation, and Composition in Greek and Latin Prose and Verse". He also says:—"Preference will in general be given to excellence in one line of study; but no one will be elected who does not satisfy the Examiners in the elementary parts of both Classics and Mathematics".

There is another chance for the School. Some land was bequeathed in 1518* by William Akroyd, Rector of Long Marston, a priest of the pre-reformation Church, for the support of a scholar at Oxford or Cambridge. In consequence of an increase in its value there are now two open Scholarships, each of the annual value of £75, tenable at either University. There is an examination for these, when vacant, "in Classics, Mathematics, History, Geography, and one modern foreign language". Candidates are admitted "from any Endowed Schools in the County of York"; and consequently Heath School can send candidates.

In the spring of the present year, the Provost of Queen's College, Oxford, informed me that some of the twelve schools of Yorkshire, which had the privilege of sending candidates for Lady Betty Hastings' Exhibitions at that College, worth £90 a year, had forfeited their privilege, and he enquired what prospect there was of Heath School being able to send candidates. As there were no pupils sufficiently advanced at the time, he finally wrote:—"It will probably be your best plan to postpone your application to have the Heath School added to the Hastings Schools till your candidate is ready to offer himself. The Schools have only twenty years probation, and in case he should for any reason fail to appear, you might perhaps waste four or five years out of the twenty without having a candidate to send up".

With these three possibilities, the School requires only the support of those who wish to give their sons a University education; for if it has been able to train under the present management a Senior Classic, a Milner Scholar, and at least two others who have gained Scholarships in their respective Colleges, it is within its power to add to those Honours. But a good result cannot be expected, unless good material is supplied.

* An English translation of the Will is given in L.P. CLXII.



THE PRESENT PROSPECTUS OF THE SCHOOL.

Head Master	- -	REV. THOMAS COX, M.A., Camb*.
Master of Junior Department		MR. J. CLAYTON, B.A., Camb.
Mathematical Master	-	MR. W. E. SADD, B.A., Camb.
French	- - - - -	MONSIEUR POIRE.
Drawing	-	MR. W. H. STOPFORD, of the School of Art.
Drill	- -	MR. T. MORLEY, late Sergeant-Major in the Royal Artillery.

This School is managed under the Scheme drawn up by the Endowed Schools Commissioners, and is divided into a Senior and a Junior Department. No boy is admitted until he is eight years old. He cannot remain in the Junior Department beyond the end of the Term in which he attains the age of FOURTEEN years; nor in the Senior Department beyond the end of the Term in which he attains the age of NINETEEN.

No boy can be admitted without undergoing an examination by the Head Master, which in the Junior Department is never to fall below the following standard:—*Reading easy narrative: Writing small text-hand: Simple sums in the first four rules of Arithmetic.* The Examination for admission to the Senior Department is never to fall below the following standard:—*Reading ordinary narrative: Writing simple prose from dictation: Sums in the four simple and compound rules of Arithmetic: English Grammar, Geography, Outlines of English History: Latin Grammar, Translation and Parsing of simple Latin sentences.*

In the Senior Department the education is more professional than in the Junior, and includes Greek and the higher branches of Mathematics.

All boys must learn French, except those in the lowest class who are under TWELVE years of age. All must learn Drawing in the Junior Department, except in the lowest

class, where it is optional. It is also optional at present in the Senior Department.

The religious education consists of the Bible History. Boys also receive instruction in the Book of Common Prayer, or the Psalms and Proverbs, at the option of their Parent or Guardian.

The Fees are (at present) £8 per annum for the Junior Department, and £12 per annum for the Senior. They are payable before the beginning of each Term to the Governors' Clerks, Messrs. Emmet & Walker, Harrison Road. *Notice of removal of a boy is to be given to the Head Master one month before the end of a Term, or the Fee will be charged for the next Term.*

There are THREE Terms in the year, the Lent Term beginning about January 14th; the Midsummer Term about April 14th; and the Michaelmas Term about September 14th.

The fixed holidays are FOUR WEEKS at Christmas, FOUR DAYS at Easter, two WEEKS at Whitsuntide, and SIX WEEKS at the end of the Midsummer Term.

There is an annual examination in July, conducted by a Graduate of one of the Universities.

The School hours are from 9 to 12, and from 2 to 5, except on Wednesday and Saturday, when there is a half-holiday. Every boy must be punctual and regular in attendance; and after absence he must bring a note signed by his Parent or Guardian, stating the cause. It is necessary for the welfare of the School that these points should be attended to. Every boy is expected to make up all deficiencies in school-work occasioned by such absence.

For convenience sake the books in use can be obtained from the Head Master.

* Mr. Cox took Honours both in Classics and Mathematics, being in the First Class in the former, and in the Second in the latter. Mr. Clayton and Mr. Sadd took Mathematical Honours, both being high in the Second Class. All three were Scholars or Exhibitioners of their respective Colleges. M. Poiré was specially trained as a teacher of English at the Training School of Cluny (Saône et Loire).

CORRECTIONS AND ADDITIONS.

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- p. 3, note**. Brinsley was Master of the Ashby-de-la-Zouch Grammar School from 1601 to 1618. There is a good Article in Fraser's Magazine for November 1879, on what was taught in Grammar Schools in his day. The Article is an Enquiry into what Shakespeare learned at School.
- p. 5, l. 21*. I have generally left names spelled as I found them in documents. But here I should have written *Ashburne*, as I have done later on, when I lighted on his marriage register, in which it is spelled with *e*. *Farrar* sometimes has *a*, sometimes *e*, in the last syllable; and I have been in doubt which to adopt.
- p. 10, note †*. After *letters* insert *are*.
- p. 14, note **. For 'MSS.' read 'MS.'
- p. 15, l. 29*. For *time* read *live*.
- p. 22, l. 5*. In 1765 Gilbert Wakefield went at nine years of age to Wilford School near Nottingham. In his "Life", *p. 29*, he says:—"We came into the school at *five* in the summer, and, with the deduction of less than *two* hours intermission at *breakfast* and *dinner*, continued there till *six* at night".
- p. 24, l. 21*. Here is one of Brearcliffe's mistakes. He has copied P.R. wrongly.
- p. 28, l. 20*. Insert a comma after *School*.
- p. 29, l. 7*. Erase the comma after *known*.
- p. 30, note*. *i.e.*, "Samuel son of John Stancliffe, Southowram".
- p. 31, note †* For *ø* read *e*.
- p. 32, note ** R. Sterne's brother Roger, father of Laurence, is said to have been "somewhat rapid and hasty" in temper.

p. 34, l. 7. For *Haytor* read *Hayter*. I was long puzzled by the statement that Dr. Hayter, afterwards Bishop of Norwich, had drawn up the Statutes, until I found that he was at the time Secretary of the Archbishop of York.

„ note* l. 7. It is in the letter *Eleana*, a clerical error for *Elkanah*.

p. 38, l. 2. For *Stern* read *Sterne*.

p. 46, l. 23. *Chemistry* is not mentioned in the Scheme: but rooms have been provided for it in the New Building. The Governors have also outstripped the Scheme in building a Gymnasium.

p. 52, note 8. I had interpreted the cipher as “aprove,” i.e., “approve”, but I did not know that the word was ever so applied. I have since found “prove” used technically in a similar way, and I would now read it as “approve”.

p. 53, note 10a. It is also provided in the Statutes of Rotherham (1584), that Hesiod should be taught. I suppose it to be owing to the moral teaching of his principal poem.

„ note 11. The “book published in 1612” is Brinsley’s *Ludus* to which I have referred before.

p. 55, l. 20. After *have* insert *been*.

p. 59, note*. Add “cunning in knowledge, and understanding science. Daniel i, 4”. There are many other instances in the Bible.

p. 61, l. 11. *xpo* i.e., Christo, X in Greek being represented by Ch, and the character for *r* being almost like *p*.

„ l. 20. for *u* in *Richardu* read *ū* i.e., *um*.

p. 66, l. 25. Timothy Booth was the father of R. Sterne’s second wife.

- p. 71, l. 29. The celebrated Dr. Johnson thought highly of Dr. Ogden's Sermons, especially those on prayer, as Boswell tells us, in describing his visit to Scotland, to which the Sermons had found their way.
- p. 76, l. 5. The chair was taken by Col. Norcliffe of Langton Hall, near Malton: about 50 old pupils were present, as well as the Governors of the School.
- „ l. 29. P.C. stand for “ponendum curaverunt”.
- „ l. 35. There are many anecdotes afloat respecting Mr. Wilkinson, but they are all too trifling to be given in this work.
- p. 82, l. 16. I have found in Mr. Gooch's register the following names of Assistant Masters:—1854 Mr. Cranmer; 1855 Mr. Hiron, and Mr. Hadath; 1856 Mr. Morgan; 1858 Mr. Thwaite; 1859 Mr. Bissell, and Mr. James; 1860 Mr. T. Pitts. Since that date there have been 1861 Mr. J. C. Cammack; 1863 Mr. W. J. Brookes; 1865 Mr. Mead; 1869 Mr. H. J. Geare, and Mr. S. Jeffery; 1871 Mr. A. H. Chesshire; 1872 Mr. H. Sayers; 1874 Mr. F. H. Weston; and 1875 Mr. G. F. Blatch.
- p. 84, l. 12. After *produced* insert a comma.
- „ l. 16. On reference to the Cambridge Calendar, I find in 1760 “Joah Bates, Christ's” elected to the Craven Scholarship, the highest Classical Prize in the University. A note says, “Afterwards Fellow of King's, and conductor of the Commemoration of Handel in Westminster Abbey”. Henry Bates was *fourth* Wrangler in 1759, and Members' Prizeman in 1761.
- p. 90, l. 25. Late Lieutenant Colonel.

p. 91. I have also received the following names of pupils of Mr. Wilkinson :—

1815	Crossley, David	182.	Ramsden, John
"	Frobisher, —	"	" William
1817	Bowerbank,—	"	" George
"	Fawthrop*,—	183.	Slater, Abraham
1819	Dyson, Frank	"	" William
(?)	Wright, Joe	1832	Ashworth*, George Wheelhouse
1821	Crossley, Harry	1833	Atkinson, Christopher
"	Jessop, —	"	" Henry

p. 99, l. 1. Child, H. E. A. entered in *January* 1872.

p. 100. After the names add :—"Mr. Gooch admitted 349 boys, an average of 18 per annum; Mr. Cox admitted 360, an average of 19 per annum". It is singular that the Commissioners in 1827 give the average number of boys not boarders as 35, and the Governors in 1861 give the same average. My average up to 1875 was 42, and during the last 5 years has been about the same. I have not taken account of boarders or of my own sons.

p. 103, l. 21. Add the remarks of W. Bagehot on this :—"But 'genius' is rarely popular in places of education; and it is, to say the least, remarkable that so sentimental a man as Sterne should have chanced upon so sentimental an instructor. It is wise to be suspicious of aged reminiscents; they are like persons entrusted with 'untold gold'; there is no check on what they tell us. *Literary Studies*, ii. 108.

p. 109, l. 10. After *was* put a comma.

p. 110, l. 10. For *similiar* read *similar*.

p. 111, l. 25. This Tablet was presented by Mr. Cox in 1870.

" note For '1706' read '1796'.

p. 115, l. 8. For MS. read MSS.

FINIS.

(ADDITIONAL)

CORRECTED LIST OF THE GOVERNORS, JANUARY, 1880.

(drawn up since the body of the work was printed).

EX-OFFICIO.	{	Matthew Smith (Alderman)	<i>Mayor.</i>
	{	John Henry Swallow	<i>Chairman of School Board.</i>
REPRESENTATIVE.	{	Samuel Thomas Midgley (Alderman)	<i>Elected by Town Council, 1879.</i>
		John William Longbottom (Alderman)	
		Nathan Whitley	
		John Hall (Councillor)	
	{	John Edwards Hill	<i>Elected by School Board, 1879.</i>
		Alfred Ramsden (Councillor)	
		William Morris	
		John Farrar	
	{	Edward Rawson	<i>Bairstow's Charity, Sowerby.</i> <i>Brooksbank's Charity, Elland.</i>
		Henry Edwards (Bart)	
Samuel Waterhouse (Major)			
William Henry Rawson (<i>President Governor</i>).			
Edward Akroyd (Col.)			
William Rothwell			
Joshua Appleyard			
John Rawson			

p. 131, l. 17. For 'Worcestor' read 'Worcester'.

p. 132, note† For 'L.L.D' read 'LL.D'.

P.S.—The writer of this work is sorry that there has been so long a delay in publication. He could have brought it out some months ago, had it not been for the Illustrations, which have taken a longer time than was expected.

Jan. 31, 1880.

TWO LECTURES

ON THE STATE OF EDUCATION IN ENGLAND IN THE
SIXTEENTH CENTURY.

BY THOMAS COX, M.A.,

HEAD MASTER OF THE GRAMMAR SCHOOL, HEATH, NEAR HALIFAX.

TO THE READER.

These Lectures were delivered at the Mechanics Institute at Preston in Lancashire. They were published in 1869, when the question of Endowed Grammar Schools came prominently before the public. A very large number was distributed among the Members of both Houses of Parliament, the Bishops and Dignitaries of the Church, and others, who had taken up the subject. I invite especial attention to the second of these Lectures, as showing that religion was the first object of the promoters of these Schools, and that Classical Learning was used to attain that object. Having some copies still left, I have thought that they would be a useful accompaniment to the History of Heath School, as enabling the reader to understand why it was thought necessary to establish such schools.

LECTURE I.

It has often struck me that a chapter containing a detailed account of the history and progress of education, as distinguished from literature, would be a valuable addition to the history of our country, if compiled from contemporary writers. I have chosen a portion of this subject to address you on, but my time has been so taken up that I shall be forced to lay before you but an imperfect sketch. I saw at once, however, that it would be necessary to give an introductory lecture on the state of things already in existence at the beginning of the 16th century, and that forms the subject of my present Lecture. I think it will be new to you, and I hope not tiresome. It seems to me an important subject, and one worthy of attention at the present time in which so much is talked about Education. For we ought not to confine ourselves to the wants of the present moment and treat the question as a new one, but to take into consideration what our forefathers have said and done: it is wise to avail ourselves of the past, and I shall be satisfied, if I can at all lay before you its views in an intelligible manner.

The century which I have chosen to consider was one in which the progress of England in every direction commenced; it was an age of life and vigour unequalled in the discussion

of social questions which bear on the mental and intellectual condition. There was, as might be expected in an age of innovations, much confusion and strife; there were many crude opinions started and advocated: each one had his opinion, which in his own eyes was better than that of any body else: but it was an age of activity; opinions were not started and laid by to rust; they were prest forward in that practical manner in which our countrymen have been especially distinguished. Want drove them on then. There was a darkness that was felt, and every beam of light that could be got, was made to bear on the darkness until it was pierced through and through. Great minds collected these rays to a point, so that at the end of the century there was something like a great luminary to shed light over the land.

I must ask you to recollect that my subject is not on the Literature of the period, but on the means and nature of its Education. I shall in the present Lecture, speak of what had been done up to the commencement of the 16th century; and I shall have to go into details respecting systems which are well known by name, though their object and aim is not accurately understood even by those who have profited from them. In the next Lecture my object will be to lay before you the result derived from incidental remarks scattered over the books of contemporary writers, and so to point out the wants of the period and the methods proposed or adopted to meet them.

Before we go forward, I must venture a few words on the nature of education. I distinguish it from information or knowledge, with which we are apt to confound it. The cry of Educate, Educate, is very common, but if we may judge from the multifariousness of the subjects proposed for

the mind of youth to grasp, education is regarded as little better than information. Now a man may get this from almost any book that he reads, a newspaper, a novel, or a Newgate Calendar, for he will learn even *there* something that he did not know before: but it is the accurate and systematic training of the mind that should be made the prominent thing, so that we may not only learn facts, but digest our information and make it our own. Unless this is done, our education is little better than systematic gossip, gossip gathered from books instead of being communicated in the old fashioned way from mouth to mouth. A retentive memory is the chief thing required in this; and a man may have stored it with a vast number of effects so that it becomes a literary or scientific lumber-room; and the powers of the mind have received no vigour.

When books were few, men made a point of studying such as they had with care, and those who were honoured with the appellation of learned men were masters of the subject. One book read ten or a dozen times over with pen in hand will make a man more highly educated than a hundred read over for the mere sake of reading them. There were giants in the days, of which I have to treat, and they became such from adopting the process of which I am speaking. It is of little advantage, intellectually, to know the detailed facts of any history unless we can trace them to their causes and follow them to their effects: and that education is most worthy of the name which trains the mind to these habits. And education must do more; it must exalt the mind; it must soften down our natural wildness and roughness; it must adorn the masculine energy of our nature with a feminine gracefulness; for the intellect alone must not be developed. This is strictly the result of what is called

liberal education, when rightly conducted. The term *liberal* was used in this connexion to denote that which characterises the freeman as distinguished from the slave and the gentleman from the rustic ; that which is sought for its own sake and not from its mere usefulness ; and so, is distinguished from that which a man requires for his business or profession. I have spoken of this, as it bears especially on my subject ; for such was the view taken of Education in the times of which I have to speak, as will appear more plainly in the course of my lectures. This formed the basis of a University Education, and all other was directed to this as its standard.

Let us now proceed to take a view of the means in use to compass this end.

At the beginning of the 16th century the places of Education in England were *the Universities*, the schools connected with *the Cathedrals and Monastic Institutions*, and a few *Grammar Schools*. It will be necessary for me to go into some detail respecting these, that we may the better understand the nature of the Education given, and the means which were employed in conveying it. I shall give such particulars concerning each, as will enable you to judge for yourselves of what had been done, before those innovations had been set on foot which have done so much for rousing the dormant spirit of our country ; for I think that we may date from that period all the energy which so preeminently distinguishes us as a nation in everything relating to commerce, social advantages, and political freedom. It was an age of strife and contention ; and whatever were the evils which had their birth in it, it cannot be denied that it was on the whole productive of the greatest blessings. I have on the present occasion to speak of what it produced in the cause of

education ; and though we have not even now arrived at a condition free from complaint, we are bound in fairness to acknowledge the benefits which have been transmitted to us by our forefathers.

I shall first speak of the Universities. If I were to expect a fair answer to the question "What is a University?" I should be acting against experience. Even University-men themselves, of the highest talents and undeniable advocates of education, have given wrong explanations of the term. They have thought merely of what they considered the wants of the times to be in which they were speaking, and have defined them in reference to that limited view. One says "this noble seat of literature has been called a University by wise men, because the universal welfare of human life is best derived from this pure source of learning, as religion towards God, loyalty to the prince, our duties towards our fellow-creatures, and upright moral conduct." (*Ascham's Letter to Ld. Paget.*) Others have defined a University as the place where "universal learning is to be obtained," or where everything is taught. Others thought that it meant a collection and union of colleges —But if we examine into the origin of Universities, we shall find a different reason for the term. In the Law-Latin of the middle ages *Universitas* was the technical term for a corporation of any kind ; and even some cities, and, in some countries, guilds or trades unions, were so called in their charters of Incorporation. The word then as applied to Oxford or Cambridge, means what would now be called "an Incorporated Society for the promotion of learning." And these societies originated in a very simple way. All learning was, from the difficulty of obtaining books, conveyed by lectures ; and whenever a lecturer, as we should call him, was of a superior kind, he naturally attracted to him great numbers of hearers or scholars ; and such num-

bers, that other lecturers thought it worth their while to settle in the same place, and share in the celebrity and profit which accrued from their profession. All that were collected in such a place and for such a purpose were spoken of as "the *universal* or collected body of teachers and scholars." In course of time the most eminent of these received the recognition and sanction of the Popes and the Monarchs of the country, and were addressed as "Universities" in their formal documents. It seems that this word was first used in reference to the University of Paris about the beginning of the 13th century (1209), and we find it applied to Oxford about the same period (1201). Now, in the course of time, great competition arose among the teachers or lecturers, and rivals sprung up in abundance; but, as many of these were but young men in their teens, and had got the outward show and reputation of learning without its reality, great and numerous evils were produced, so that it became necessary for the leading professors to complain, and to endeavour to devise a remedy. This led to the establishment of Degrees. No person was allowed to act as a teacher or professor until he had satisfied the united body that he was competent for his post. Such a person was called M.A. i.e. a master or teacher of learning, and was regarded as qualified to discharge the duties of teacher. It was then in its origin merely a certificate of qualification and a *licence to teach*, and not an honorable distinction. Afterwards a scholar who had passed through a certain course of learning but had not yet qualified himself for this licence, was authorized by the University to call himself a B.A. (a corruption of a French term used in the feudal times to denote an inferior kind of knight). These terms were called degrees or steps; though "degree" would only be strictly applied to B.A., as this was a step or degree towards gaining the full licence. The origin

then of Universities was accidental ; we can hardly speak of their founders. Nor can we suppose that they received their name from having been established to teach Universal learning.

What was taught there, is the next and more important question. To use their own language, it was "the Arts." This was originally a Latin term, and was used to signify "all branches of learning" which tend to improve and refine the mind, It was frequently accompanied by the epithet "liberal" or "ingenuous," and so was distinguished from and contrasted with everything of a manual kind. It denoted those studies which deal with thoughts and the expressions with which they are clothed, with the facts and principles of science ; and, in short, is what would now be called the Classics and Mathematics. At the universities the students were obliged to pass an examination into their proficiency in these before they were admitted to practice as teachers. But it was not a written or oral questioning which they had to undergo ; they were not called upon to state how much they knew ; they had to dispute or debate on subjects with one another, and their skill was judged of from the use which they could make of the weapons to which they had been trained. Such a method under good superintendence was calculated to display the quality rather than the quantity of the learning. But the demand for teachers was so great that inferior qualifications were necessarily allowed the licence to teach, just as in all professions at the present day where any test is proposed.

And not only so, but, of the two courses of Arts which were studied, very few pretended to advance beyond the more simple. These two were technically called "the Trivium" or Three ways, and "the Quadrivium" or Four ways. The trivium, or inferior course—and we may remember it by the word *trivial*

which is said to be derived from it,—consisted of what was called “grammar, logic, and rhetoric” i.e. of language under its various forms; it embraced the study of words, as parts of speech, the proper mode of reasoning, and the best way of setting off propositions for the conviction of others. It was an endeavour to answer the question “How shall we think correctly and speak correctly?” for Grammar was the more elementary art and introductory and necessary to these. This was done through the medium of Latin, because there were then known no other books but such as were written in this language; and as the principal works studied were the writings of the Fathers of the Church, and Latin translations of Greek Philosophical works, learning degenerated in the course of time to what we call scholasticism or scholastic philosophy.

The Quadrivium, or superior course, embraced arithmetic, geometry, astronomy, and music. There was so little known of these in those ages that the best grounded would not compete with a well-trained school-boy of the present day. Still what they learned was principles (such as they were) and not facts or manual dexterity, for even in music it was a knowledge of its principles that was taught. The lectures read were portions of, or founded on, the works of Greek writers, through the medium of Latin translations; works not to be despised, as they have served as the basis on which all our modern advances in mathematical knowledge rest.

Now we must bear in mind that, generally speaking, no persons in those days cared for learning for its own sake. There were no books to read, and, if there had been, very few could afford to purchase them: but the clergy were forced to acquire knowledge to some extent; and when a large body of men is forced to do this, some few will be found to rise above

the rest, and not confine themselves to the routine necessities of their profession ; but we cannot expect it from all. However, the clergy were the only educated class in the country ; and partly owing to this circumstance, and partly to the want of a literature, which the necessities of the times had not yet created, such education as was given took a theological tone. Every branch of study pursued at the Universities was tinged with this. The consequence was that, besides "the arts," theology soon became a separate branch of study, and, though it was not at first acknowledged by the University, it forced its way at length and a separate faculty (as it is called) was established. The lectures of some eminent men had not a little contributed to this : and their lectures on theology were subsequently reduced to writing, and became the text book for the lectures of other professors. But here again, no one was allowed to act as teacher, until he was proved qualified. This led to the establishment of theological degrees ; but, to distinguish them from those in arts, the title of *Doctor* was used instead of *Master*. These terms however had the same meaning of "licenced teacher." Afterwards degrees in Law and Medicine were found necessary, and the name of *Doctor* was likewise applied to those who were certified as fit to teach.

It is necessary to make a little mention of the scholastic philosophy. The theological lectures, which I have before mentioned, were founded on the Scriptures and on the writings of some of the principal Fathers of the Church, and were mixed up with the moral and metaphysical philosophy of the Greek Aristotle. These lectures formed the basis of the theological education of the times, and eventually became the subjects of the disputations carried on by the candidates in Theology. The places provided by the University for such disputations were called "the schools," and thus the philosophy

which was in vogue there got the name of the scholastic philosophy, and its students that of "the schoolmen." This system held its sway until printing made books more accessible, and the sources from which it was originally derived could be approached by the students themselves ; and then the way was paved for the innovations of the 16th century.

But before this century had dawned, the successes of the Turks and the capture of Constantinople had driven into Italy great numbers of learned Greeks who brought with them copies of their ancient writers ; and, being compelled to gain their living by teaching, they succeeded in introducing a taste for the old Classical Literature. They soon spread themselves to the furthest points of the West, and many became their eager students. We can readily imagine the avidity with which some noble minds, that were perishing of hunger or forced to live on the barren jejunities of scholasticism, devoured this new species of intellectual food. They wanted a literature and they had now found it. It was to them a pearl of great price, and it soon became the fashion to sell their all and purchase it : and this was one of the few fashions that has maintained its ground, in spite of all the attractions of modern literature. But, at the time of its introduction into the Universities, it caused great strife and contention : it was abused by the lovers of the good old times, and its admirers were stigmatised with the grossest appellations. But, though they were charged with having a diabolical agent to help them, they maintained their ground, and daily increasing in numbers soon wrought a radical reform in the studies of the University. The philosophers of Greece, hitherto known only through the medium of imperfect translations and those too made not directly from the original, but through the Arabic, were now read in the

language in which they wrote their deep thoughts, and the subtleties of scholasticism gave way before them. Again, too, there were historians and poets who had described men and the ways of men, and supplied the readers' minds with realities instead of words. Life in all its varied phases was set before them, and who can wonder at the effect which was produced? The dry rules, too, of logic and rhetoric gave way before the overpowering influences of the old orators; and a change was to be made not only in theology but in the whole system of education. Latin and Greek became the objects of study; and not for the sake of the language or of the excellent mental training which the study of them is calculated to give, but for the matter which they contained. And, as books were still scarce and expensive, those who had appreciated their value, like true votaries of learning wished to impart to others a share of the blessings which they had received, and came forward to teach others, and read lectures on this new literature. And thus the student in arts was led to feel an interest in his fellow-men and to have his mind polished and refined by it, notwithstanding the sneers and reproaches of those who could not appreciate it. For a time a more than natural emphasis was laid on its epithets, 'heathen' and 'profane,' but in a while it triumphed, and, from the new intellectual vigour which it imparted, became the promoter of a purer theology, and the best ally of that divine science. And this effect was produced before the 16th century. The ignorance and darkness of those who were its authorised exponents had become the butt of jesters, and the shafts of satire had been frequently directed against them: but when I come to another portion of my subject, I shall have to dwell more at length on this.

It will perhaps not be considered out of place, if in connexion with my subject I make a few remarks on the institution of Colleges. As the Universities were the only places

where anything worthy of the name of general education was to be found, they naturally became the resorts of thousands of students. We can hardly understand at the present day that there were at one time 10,000 students at Oxford: but this was so celebrated a place that many foreigners were always to be found there besides the natives of the island. However such numbers flocked to our two Universities that lodgings could not be obtained except at exorbitant prices; and, as no control was kept over the students, there were continual quarrels going on among themselves, and very serious disturbances between them and the inhabitants of the town, to say nothing of the immoralities which would be sure to exist, when youths far from the years of discretion were congregated together without any one to guide or check them. We know that at the present day, with all the vigilance and discipline that is exercised by the authorities, and the effective organisation of police, evils shew themselves at times both at the Universities and other places where young men are brought together, even in small bodies. Even those who have experienced the discipline of home and the training of schools, are bent on mischief, wherever there is opportunity for the tendencies of our nature to display themselves. But the students of the Universities were then mere boys and had had none of this wholesome discipline. Such evils consequently arose, that some of the elder members of the University established under the names of Hostels, Halls, or Inns, lodging houses where the students might obtain lodgings at a moderate price and be kept under control. The various monastic bodies especially provided these for such as were connected with their societies, and private individuals bestowed their charitable contributions in founding or assisting to found others. Afterwards colleges were established, i.e. incorporated societies with endowments sufficient to maintain a number of graduates who should devote

themselves to the oversight of a certain number of scholars or students, and to training them in such a way that they might derive a proper advantage from the lectures of the public teachers. '*College*' then properly denotes a society: each of the members was called a fellow: and so far as his duties towards the scholars was concerned, he was called a *Tutor*; for *tutor* strictly signifies a guardian or protector, and does not properly contain any reference to teaching. He was to all intents and purposes *in loco parentis*, whose duty it was to look after the welfare of his pupil, to see that he got into no mischief, and attended properly to his studies. But as such establishments require large sums of money, very few comparatively were founded until the 15th century; and most of these were amalgamations of two or more halls with additional benefactions.—Colleges then had in reality nothing to do with teaching: they were societies in which *colleagues* were united for the purpose of discipline. In fact there were numerous colleges in the country where a number of clergy were united together for the regular performance of Divine Service, as in the Collegiate Church of Manchester.—I mention this to shew that the Colleges had nothing to do with education so far as actual teaching is concerned, and lest we should think that they had not answered the purpose of their foundation. We must not, in considering the 16th century, be led away by using terms then in existence in the sense which they now bear.

Before I leave the Universities, let me briefly state how far they provided for education at the commencement of the 16th century. They offered the opportunity, to those who frequented them, of becoming acquainted with all the learning of the time. They taught the Latin, and to some extent, the Greek language; the great writers were publicly read to the students, accompanied with the remarks and com-

ments of the lecturers ; and such knowledge in mathematics was imparted as far as that science was developed. The students were trained by the system of disputations required for degrees to become expert debaters, and to bring forward readily such knowledge as they possessed. In the best of circumstances, it would be but small compared with what we expect now, but it was all that the elementary state of literature and science and the deficiency of books allowed. Provision was also made for the systematic study of divinity, but similar difficulties prevented this from being anything more than comments on other comments. In law, too, and medicine, very little was done for similar want of means. Yet the system was the best that could be devised under the existing circumstances. You yourselves will readily allow that after attending a course of lectures on any subject, your knowledge would be but small if tested at the end by an examination. But what would it have been, if you had lived 400 years ago, when so few facts were known ? You would have been led at your disputations to try to overcome your adversary in debate, as the students of those times were, by subtilities and trifling about words.

But I am forgetting one little matter : at the time of which I am speaking, there were very few students compared with the numbers in earlier times ; but the civil wars between the houses of York and Lancaster, the dissolutions of many religious houses, the increasing prices of the necessaries of life had contributed to this. The numbers had decreased, but the education had been improved. We must not suppose that there was a less desire for education in Henry VIIIth's reign than there was in Elizabeth's, but a greater difficulty arising from the unsettled state of things and the increasing poverty of the country. Besides (and this leads me to a fresh

subject) there were many schools established in various parts of the country to provide elementary education and to act as preparatory training establishments to a University education. These were the Grammar Schools, which have played so great a part in the education of the country.

Now we find that Popes had issued edicts at different times for the establishment of schools, and monarchs had lent their influence and exercised their authority in this respect. In the 12th century a general council at Rome (1176) decreed that every Cathedral Church should have its schoolmaster to teach poor scholars without reward. Every Monastery too had its school, where the novices received such training as would enable them to read and write and take their part in religious services, and others also received education there who did not intend to enter on the religious life. But generally the nobility and gentry despised learning and thought it beneath them: hence it was almost entirely confined to the clergy; and clerk and learned man became synonymous terms. There were, however, in Stephen's reign several schools of great repute in London, and the scholars used to meet and hold disputations on festivals, and make displays in logic, rhetoric, and poetry. Henry Vth had dissolved many alien priories, and it became a source of complaint that the suppression of religious houses had destroyed schools, and that "an extraordinary dearth of learning had ensued:" and we find that in consequence several public schools were founded to make up the deficiency. In 1477 we find it mentioned that "four grave clergymen and parsons" of parishes in London sent a petition to Parliament that "they might be allowed to set up schools in their respective churches and appoint schoolmasters," and that their petition was granted. I have noted at least 30 Grammar

Schools as founded prior to Henry VIIIth's reign, and some of them in very out of the way places: e.g. at Crosthwaite near Keswick, respecting which it is stated in 1616 that there had been a Grammar School there "time whereof the memory of man knoweth not the contrary." Though few, these schools must have exercised an influence for good, if they had been allowed to exert it. But such was the degeneracy of the times, such the general neglect of learning on the part of those who were in reality interested in it, that very few scholars were found to take advantage of the benefits offered to them. Such vast treasures of money had been spent on the monasteries that their occupants saw no necessity of acquiring knowledge: it brought in no additional income: it was unnecessary, and they learned to despise it. Nor can we wonder at such a state of things, for there was generally no literature in the country; and, if at the present time all classical books and the accumulated stores of modern literature were cut off, how few should we find willing to make themselves familiar with what was left? At all times there are to be found bookworms and musty antiquarians, but they must necessarily form a small portion of the community. We must not, however, issue too sweeping a condemnation against the old monks. Theirs was really a pursuit of knowledge under difficulties, and to an extent that we can scarcely appreciate, with the number of cheap books in our days. Few even now pursue knowledge for its own sake and try to rise superior to the difficulties of their position, and still fewer must have done so then. And it was useless for parents to send children to school unless they saw they could get a living by learning; for they would soon forget their school-knowledge, and all that they would remember in their grown-up days would perhaps be the frown

of their master and the tingling of the rod. We ought not to be surprised at the little encouragement that the existing schools received, any more than at people not being anxious to have their sons taught engineering. They saw no good in it. Even the nobility who aspired to offices of state were not aware that much learning was desirable; they knew that they could get clerks to perform such duties of their position as required learning. It was not until a public opinion grew up of its necessity that they felt ashamed at being ignorant; and if we wish education to flourish at the present day, we must strive to create a public opinion in its favour, and so to make it fashionable to acquire it and a disgrace to be without it. We know the difficulties under which it labours now among the lower classes, and how hard it is to persuade people, who have not all the necessities of life at command, of the advantages of learning. There are still some advocates left (I am sorry to say) of the advisability of keeping the peasantry in comparative ignorance, as they believe education would make them discontented with their position. But still more were there in the days of which I am speaking, when learning was regarded as a separate profession. However, there were many anxious that those whose professions required learning should have the means of acquiring it, and they founded and endowed Grammar Schools. The opponents of the aristocracy believed it a plot to gain over the lower orders to their side, and they advocated ignorance both at an earlier period and at the time of the Reformation. Shakespeare has represented this feeling in the character of Jack Cade. When Lord Say is brought before him, he says, "Thou hast most traitorously 'corrupted the youth of the realm in erecting a Grammar School; and whereas, before, our forefathers had no other "books but the score and the tally, thou hast caused printing

"to be used; and contrary to the king, his crown and dignity, thou hast built a paper mill. It will be proved to thy face that thou hast men about thee, that usually talk of a noun and a verb; and such abominable words as no christian can endure to hear." (2 H. VI. iv. 7.) And when Lord Say uses afterwards a Latin expression, he says, "Away with him, away with him, he speaks Latin." If such was the feeling of the country, how can we expect that less ignorance should have existed? if there was no public opinion in favour of learning, it was useless to try to force it on the nation, and bitter must have been the sorrows of many who were anxious to see a better state of things. We shall, in my next lecture, see what struggles were necessary to create this feeling which now seems so common: and before we blame those ages for their little learning, we should try to throw ourselves in the position of the best of those times and understand the difficulties which they had to oppose. Even the very elements of learning were scoffed at; and a learned man would generally be as much an object of reproach among the uneducated, as an antiquarian or a geologist would now be among the peasants of some out of the way place. Let us take another scene in Shakespeare, in which our unlearned hero Cade plays a prominent part:

Cade. How now? Who's there?

Smith. The Clerk of Chatham; he can write and read and cast account.

Cade. O, monstrous!

Smith. We took him a setting of boys copies.

Cade. Here's a villain!

Smith. H'as a book in his pocket with red letters in it.

Cade. Nay, then he is a conjuror.

Dick. Nay, he can make obligations and write court hand.

Cade. I am sorry for it: the man is a proper man, on mine honour: unless I find him guilty, he shall not die. Come hither, sirrah. I must examine thee. What is thy name?

Clerk. Emmanuel.

Dick. They used to write it on the top of letters: 'Twill go hard with you.

Cade. Let me alone. Dost thou use to write thy name? or hast thou a mark to thyself, like an honest plain dealing man?

Clerk. Sir, I thank God, that I have been so well brought up, that I can write my name.

Cade. Away with him, I say. Hang him with his pen and inkhorn about his neck.

These words refer to a period of about half a century (1422—1461. H. VI.) prior to the time to which my lecture particularly alludes, and I have no doubt of Shakespeare's description being accurate. Though people may not have thought that "Ignorance was bliss," yet they believed that it was "folly to be wise." They argued, as people argue now, "What is the good of stuffing a boy's head full of Latin and Greek?" Will it get him his living? They do not think that the great end of education is to refine the mind, and improve the intellectual powers, and to raise the boy higher in the ranks of humanity. It was not till after this Cade's time that people were taught to feel the advantage of education, and then principally through the pecuniary advantages held out to them by the founders of Grammar Schools. Both the superior clergy and laity have their names enrolled in heaven's records as benefactors to our

country in this respect. They gave a free education, such as the times afforded, and induced many a parent, who would otherwise have hung back, to send his child to school, by the hopes of his having a scholarship or a fellowship at one of the Universities, and finally of obtaining good Church preferment, or advancement in the public service of the country. The founders of these public schools first excited a love of literature in the breasts of the people, and we are reaping the fruits of their benevolence. For by doing so, they gave the first start to learning; they improved the roads, as it were, and though at first learned men travelled slowly along in the heavy waggon, they got at last to the improvement of the stage coach, and now everything must be at railroad speed. We may despise Grammar Schools now, and it is a pity that they should be so frequently kept in an almost primitive condition, but they are capable of being made of the highest advantage to the community, when put on such a footing as is suitable for the education of boys in the best sense of the term. They ought always to be devoted to sound learning, such as will strengthen the intellectual powers of youth and raise their tone. If they are degraded to the character of low commercial schools for the purpose of saving a few pounds per annum, they depart from the founder's intention. They ought to occupy such a condition that they may form the standard of education in the towns in which they are placed, and that other schoolmasters may have a monitor continually before their eyes to urge them to raise their aims and lift themselves to a higher standard.

For what was the aim of the original founders? They regarded them as subsidiary to, and as preparing youths for the higher education, of the University. The founder of Eton School says in his Statutes, that it was founded "for

preparing students for Academical degrees and the Clerical profession." He accordingly established a College at Cambridge for the Students' benefit. So did the founder of Winchester School some fifty years before, when he built a College at Oxford. Other benefactors, less wealthy than these, left money for establishing offices of pecuniary value at the two Universities, so that there might be always a supply of learned men, as a public prayer in constant use at Cambridge expresses it, to serve God both in Church and State; for in those days, Education went hand-in-hand with religion, and was not ashamed of acknowledging it as its elder sister, and I think that there are scarcely to be found any statutes of Grammar Schools which do not require the Master to bring up his Scholars in religion as well as literature; and very frequently religion stands first.

But I must say something about names; for I like to regard them as significant, and as possessing a kernel within the outward shell, worth even a little trouble to get at. These Schools are called Grammar Schools, Public Schools, and Free Schools. Let us consider why? First, for Grammar Schools. They were so called because Grammar was there taught. Everybody is right who says so or thinks so; but what Grammar? You will remember that the inferior course of learning at the Universities was Grammar, Logic, and Rhetoric. In whatever sense then Grammar is there spoken of, in the same must we take it when we apply it to Grammar Schools, which were designed as subsidiary to the Universities. Therefore they were intended to make youths familiar with the Grammar of the Latin language, and to apply it to the interpretation of the Latin Authors; and Greek also was added, when its literature was brought to these western parts of the world. Hence the burden of im-

parting elementary knowledge was removed to some extent from the shoulders of the University, and an opportunity given for the pursuit of higher studies there : and it is the absence of an accurate acquaintance with the first principles of learning that has always hung as such a dead weight on it, as to prevent it becoming solely and entirely a school for the highest training ; and none but those who have been there can be aware of the difficulties which arise from the imperfect training of the young men who go there. Extensive information and varied knowledge are of little use without habits of application and accuracy ; and no education is worth the name, unless it forms these, and prepares the pupil for exercising his intellectual powers to the best advantage when he leaves school, whether he is intended for a Profession or for Commercial pursuits. It was fortunate, I think, that Latin was made the basis of education in Grammar Schools, but I cannot say so much for Greek. Such schools however should not confine themselves to this. Everything, I think, which affords a basis for the development of intellectual power, may be introduced there, without departing from the spirit of the Founders, it being their intention to prepare youth for entering on higher studies, which are now more numerous and more extensive than the most farsighted devotee of learning in Henry the VIIth's days could have dreamed of.

Now, why are they called Public Schools ? In opposition to private ones, being endowed with sums held in trust for the public good, and not established as a private undertaking. They were not always open to all without exception, but they were open to all with certain limitations. They were public, as a Church or Meeting-house is public. They were not proprietary and set up for trade purposes, but for a public benefit, with salaries apportioned to the masters,

as servants working for the public good. All endowed schools come under this designation, and it is an abuse of words, when we limit the term to Harrow or Eton or Rugby or any other school of celebrity. In the proper application of the word the little schools at *Hutton or Lea are quite as much entitled to be called Public Schools.

Now let us come to their third appellation, Free Schools. There has been some dispute about the meaning of this. Some suppose that it means schools where education was given to the pupils gratuitously; others because a *liberal* education is given there; while a third party think that they were so called as being free from, and unconnected with, any institution such as a monastery, cathedral, or church. I hold the first opinion; for I find mentioned in a great number of statutes that the education was to be given freely without pay or charge, and the poor are constantly mentioned, and in some schools even allowances were made to the scholars. There was frequently a small entrance fee, and the parents had to provide books, &c., but it was expressly stated that the stipends were paid to the masters on condition of teaching the children freely. The second opinion seems to have no ground whatever; and the third is contradicted by what is stated with regard to the foundation of Westminster School, that if there should not be a FREE SCHOOL in connexion with the Abbey, one should be founded.

Next week, I hope to enter into the excitement of the 16th century respecting education, and to lay before you particulars of the greatest interest in connexion with it. I have been necessitated to-day to give you but a general, though perhaps not uninteresting sketch, but I hope that you will find it of service in understanding more clearly the social condition of our country in past times.

*Villages near Preston.

LECTURE II.

Shakespeare in his play of Henry VIII. has this panegyric on Cardinal Wolsey :

From his cradle

He was a scholar, and a ripe and good one,
Exceeding wise, fair spoken, and persuading :

* * * * *

In bestowing

He was most princely ; ever witness for him
Those twins of learning, that he raised in you,
Ipswich and Oxford, one of which fell with him,
Unwilling to outlive the good that did it ;
The other, though unfinished, yet so famous,
So excellent in art and still so rising,
That Christendom shall ever speak his virtue.

What Wolsey did in advancing the cause of education did him great credit ; his zeal was worthy of admiration. But his own learning was far from great, if we may trust to the contemporary satirists. Skelton, a poet of the times, who was an admirer, be it remembered, of the Pope, and an unflinching opponent of the innovations which the reforming tendencies of the times were bringing about, abuses Wolsey for his ignorance, and spares no pains to expose the want of knowledge

which existed generally among the clergy. There must have been a strong feeling on the subject before he could venture on his strong language in such despotic times. He was a priest himself, and desirous of seeing his brethren rouse themselves from the torpor by which they had so long been oppressed : he lashes the bishop for ordaining so many ignorant men and inducting them into livings. This ignorance was now beginning to bear its fruit, and a state of things was commencing which was to bear away not only the ignorance itself, but those who had encouraged it. Wolsey might found a noble College at Oxford, King Henry another at Cambridge ; other men of wealth and position might found Grammar Schools, yet it was too late to stop the flood which was beginning to bear all before it. Men's minds were roused, and an agitation of the strongest kind and universal in its extent was spreading through the country with the rapidity and devastation with which flames sweep over the dry grass of the prairies. It is necessary to notice this ; for, though it had in view the spread of education, its first effect was to stop it.

I spoke in my last lecture of many Schools having been founded and endowed prior to the commencement of the 16th century. There must have been a large number, as in the statutes of one in 1507 it is said that the children should write their Latin exercises "after the use and trade (i.e. custom) of Grammar Schools," The feeling in favour of them had increased, and we find many endowed in Henry VIIIth's reign, many which afterwards received fresh charters from later monarchs and became connected with their name. The Dean of St. Paul's, Colet, founded St. Paul's School in 1509, and as the statutes which he gave to his school served as a model to many others, we may as well quote some of his words :

"My desire," says he, "is nothing more than the education and bringing up children in good manners and literature." Again "My intent is by this School, specially to increase knowledge, and worshipping of God and our Lord Christ Jesu, and good christian life and manners. I utterly banish out of this school that filthiness and all such abusion which the latter blind world brought in." Again "the High Master is to be a man honest and virtuous and learned in good and clean Latin literature, and also in Greek if such may be gotten," and "he is to teach children not only good literature, but also good manners." Hence we see the object of the promoters of education at the beginning of the century. They wished to make the children good scholars and good christian members of society, and what parent is there who ought not to appreciate the latter condition? The foundation of morals and religion was to be laid at school; for good manners did not then mean merely outward behaviour, but behaviour founded on the high principles of religion. That was a time when the saying "*manners make the man*" was fully acted up to, and made in Schools an important element of education.

In 1526 the Statutes of another School "Childrey in Berkshire" go into details respecting the religious teaching, and proceed to say, "all which things are judged necessary by the founders not only for the Children but for all families where they may dwell, that they may instruct those who are ignorant therein. Also, the master shall teach good manners; but above all things to fear God and to keep his commandments and especially to refrain from lying, to honour their parents, and to serve God devoutly in his Church." In many cases the master had to accompany his scholars to Church on all the festivals, and to set them a good example in the performance of their religious duties.—I mention these things

to shew that there was a strong feeling arising in the country in favour of a learned and religious education prior to the consummation of the Reformation, for however much one may feel inclined to favour that, it is not right to withhold from others their due.—With such a strong public opinion arising, as these statements shew, it is a great pity that it should have been nipped by the agitations which disturbed the latter half of Henry's reign. When he had proceeded to abolish the religious houses, and so exposed the base practices which existed in many of them, people's thoughts became absorbed in the evils ; and, the good which existed, or might have arisen if proper steps had been taken, was forgotten. The rapacious courtiers were consequently allowed to get into their hands the greater portion of the property which belonged to the monasteries. The poor, who had depended on them, were cast penniless on the world ; the sons of the small landowners who had received an education in their schools had no opportunity of gaining learning, and the means of supplying the Clergy required for the Church ceased. Ignorance at once spread over the land, and the state of things at the commencement of Edward's reign was deplorable ; and the more so, as the agitation about religion had called forth uneducated men to go preaching about the country in the most excited and unintelligible manner : and there was scarcely any one to teach the people aright.—The gentry, too, took every opportunity to purchase land at a low rate ; they raised the rent of their farms ; the tenants were obliged to leave, and, where there had been flourishing villages, nothing but sheep walks were to be seen : the class of yeomen, who had been enabled to send their sons to school and to the University, and who consequently supplied the schools with teachers and the Church with its ordinary ministers were no

longer able to do so. And to add to the difficulties of the times, the price of provisions and clothing increased, and was sometimes double that which it had been. At the Universities, too, the townspeople took advantages of the confusion of the times, invaded the privileges which the Universities legally possessed, and abused the students. All these things combined turned about the current of education ; and ignorance was taking possession of the land.

I will now give you the statements of some contemporary writers in proof of what I have said. Becon, one of Archbishop Cranmer's Chaplains, says : "All kinds of men left their trade to turn preachers." "Is not this thing very "undecent, uncomely, and unfitting, when the shepherd is no "wiser than his sheep? when the minister excelleth his "parishioners nothing at all in knowledge, doctrine, wisdom, "&c., but is rather inferior to them in the science of those "things which principally appertain unto his office? Will "not the fruits hereof in time to come be these, ignorancy, "blindness, barbarousness, decay of good letters, destruction "of learning, banishment of the knowledge of tongues, &c.?" Again "Through the covetousness of the rich whole towns "have become desolate and like unto a wilderness, no man "dwelling there except it be the shepherd and his dog. I "know many towns and villages sore decayed ; so that "whereas in times past there were in some towns a hundred "households, there remain not now thirty ; in some fifty, "there are not now ten ; yea I know towns so wholly decayed "that there is neither stick nor stone standing "Since they began to be sheep-masters and feeders of cattle, "we neither had victual nor cloth of any reasonable price." Again, "Gentlemen let their lands for so high a price as they

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“were never wont to be in times past No man “is able to set forth his child unto learning, whereby it is “come to pass that such blind ignorance and rude chaos of “barbarous and rustical manners reign now in the world “universally.”—Ascham, Edward’s Tutor, says that St. John’s College, Cambridge, had been injured, first, by Henry’s commissioners, secondly, by Fischer’s false religion, and thirdly by great dearness of provisions: “those who once lived on “twelve denarii can now scarcely do so on twenty.” “This “is caused by men joining house to house and plundering the “poor.” They raised the rents of the monastery farms: labourers and farmers were forced to impose on one another: families became dispersed and houses were in ruin: the strength and glory of the land, the yeomen, were destroyed; tradesmen raised their prices: “many excellent arts are “driven from the College, and the hope of the absent is “stopped.” [*Substance of a letter to the Protector Somerset.*] Again, to the Marquis of Northampton he writes: “It is scarcely credible how few have any zeal for learning:” none will come to the University, for there is scarcely any honour given to Arts, and but few and scanty rewards: the poor cannot continue from want; richmen’s sons soon leave from expectation of another life or from the obscure condition of learning: those who sent their children did so from hope of gain, now taken away, rather than from fondness of learning: “to what end, say you, are there so many schools in England if few come to the Universities? But they are few and abandoned and despised; and parents devote their sons to anything rather than learning.” In 1550 Latimer (exaggeratingly) says, “there are in the Universities ten thousand students less than twenty years ago”; and another writer says, “the decay of students is great, scarce a hundred left in

a thousand." A modern writer says, "After the Reformation under Henry VIII the monastic orders were dissolved and their property and the church in its unsettled state offered few prizes except the crown of nobility. The number of scholars was very much diminished. In the year 1546 there were only 13 degrees conferred, and in 1552, though the students who had been at the books were 1015, yet the greater part had in effect quitted the University."—The University commenced earlier, and it was only owing to the decay of colleges that it did not proceed more rapidly. In Henry II's reign there were 300 halls at the University, only 55 were left, and these had decreased. The colleges had however increased to 12. As they had permanent incomes, they were enabled to support scholars at the University, who would otherwise have been forced to leave, and become, as one of our writers says many had done, "poor serving men." "He gives as sad an account of Cambridge: 'No man's heart to hear that that I hear of the state of the University; what it is at Oxford, I cannot tell. The study of divinity but so many as of necessity are sent to the colleges; for their livings be so small and so uncertain that they tarry not there but go otherwh'ere."

Again, the nobility and gentry of the sixteenth century bent on the excitement attending money making, complains that they avoided learning and were forced to be put in offices of state instead of discharging religious duties: "Why, says he, are not the young gentlemen of England so brought up that they be able to execute offices in the commonwealth?"

"hath a great many wards, why is there not a school for the wards? Why are they not set in schools where they may learn? Why are they not sent to the Universities?" Hooper (1548) also says: "The nobility now-a-days is degenerate. It applieth no study to follow the wisdom, learning, and virtues of their predecessors, but thinketh it enough to have the name without the effect. Their wisdom and learning once ruled other; now they contemn learning and scarce can understand a learned man when he talketh of wisdom and learning."

Thus we see that the immediate effect of the agitation about religion was to put a check to learning. The means of supporting the youths of the yeoman class at Schools and the Universities were taken away, and the upper classes were bent on amassing riches to the exclusion of everything else. The love of money was the root of all this evil; sound learning will necessarily fail under such a state of things. Much had been done to prevent this, but to very little purpose: the schools were deserted. I have already mentioned some private attempts to improve this state; let me mention a few others which proceeded from the Crown. "Henry VIII., we are told, founded a Grammar school in every one of his cathedrals either old or new, with annual pensions to the master and some allowance to be made to the children yearly; and ordained also that in each of the two Universities there should be public readers in the faculties of divinity, law, and physick, and in the Greek and Hebrew tongues; all which he pensioned and endowed with liberal salaries, as the times then were (£40); he also confirmed Wolsey's College Christ Church at Oxford and erected Trinity College Cambridge." [*Heylin* 1. 39.] With reference to the foundation of the School at Canterbury

(1539), we have extant a report of a very interesting discussion between Henry's Commissioners and Archbishop Cranmer respecting those who were to be admitted scholars: the Commissioners wished them to be the younger sons of the gentry exclusively, but Cranmer argues that all classes, even ploughmen's sons, ought to be admitted, "for poor men's children (said he) are many times endued with more singular gifts of nature, as with eloquence, memory, apt pronounciation, sobriety, with such like" (this does not say much for the condition of the upper classes at the time), "and also more commonly given to apply their study than is the gentlemen's son, delicately educated. The poor man's son will for the most part be learned when the gentleman's son will not take pains to get it. If the gentleman's son be apt to learning, let him be admitted; if not apt, let the poor man's child apt enter into his room." [The statutes of almost all the schools of the time, give the Master the discretion of excluding from the benefits of the school all those who were found after a reasonable time to be unapt or incompetent to derive advantage from it. This arose from the circumstance of the school being a preparatory place for training for the learned Profession.—] It is perhaps worth noting that Cranmer suggested that the school at Canterbury should be "to teach students in the tongues and sciences and *French*." I do not remember any other instance of a modern language being thought in those times worthy such consideration:—The Bishops in those days were very strict in making enquiries at their visitations about the schools attached to the Cathedrals: we have many lists of such enquiries still extant. The authorities were examined whether the provisions of the statutes were carried out, whether the School Master attended to his duties, what books he used, whether he kept the proper

hours, whether the scholars profited in learning or otherwise, and whether any were admitted but such as were destitute of all help of friends. There was also an Injunction that every beneficed man should support at one of the Universities, or at some Grammar School, a scholar for every £100 per annum that he received from his benefice. We also find that it was intended that out of the Abbey lands "Grammar Schools should be founded in every shire, where children most apt to learning should have been brought up freely and without great cost to their friends and kinsfolk," an intention however that was frustrated by the rapacity of the courtiers.

There was then a very great desire for the promotion of learning on the part of the leading men of the country, but the public opinion in its favour was not yet sufficiently strong to enable their desires to produce fruit.—A good example had been set in Henry's own family. His children were very highly educated in the learning of the times, and a few of the leading nobility had followed the example in their families; but these were rare exceptions, if we may judge from the language which I have already quoted from Hooper and others.

In Edward's reign when other confiscations of church-property took place, the advocates of education were not slow in putting forward its claims: they urged the late king's intentions and the necessity of putting a stop to the growth of ignorance. "The sources of learning" (says Ascham in a "letter to the Marquis of Northampton") "from which the "Universities are supplied, are dried up: I allude to the ruin "and destruction of the public schools, and if the roots of "youth are not properly attended to in them, nothing will "grow up at the Universities fit for the Lord's vineyard or "the administration of the Commonweal. And there is

“scarcely any honour given to arts in the Universities, and
“but few and scanty rewards: the poor cannot continue for
“want; richmen’s sons soon leave from the expectation of
“another kind of life, or from the obscure condition of
“learning now. Those who sent their children, did so from
“hope of gain, which is now taken away, rather than from
“any attachment to learning. To what end then, you will
“say, are there so many schools in England, if so few proceed
“to the universities? In reality, schools are few and they
“are abandoned and despised; and parents devote their sons
“to anything but learning.” In this tone he was continually
writing to one or other member of the government. While
those, who, like Latimer and Cranmer, had opportunities of
addressing the king himself, reminded him of the intentions
of his father, and of the poor for whose benefit so much prop-
erty had been devoted in past times. They echo Becon’s
cry: “With what a godly pity and charitable affection did
“our ancestors burn toward the poor members of Christ,
“which built with great cost hospitals and such other houses,
“enduing the same with yearly revenues for the relief of the
“poor! Men cry Fathers, Fathers, but the manners of these
fathers are clean forgotten.” By dint of perseverance they
obtained that, chantry-priests (many of whom had originally
to keep up a school besides attending to their ecclesiastical
duties) should be obliged to teach reading and writing; and
that as many as twenty grammar schools should be founded.
But after all there was a great difficulty in getting suitable
masters. The salaries were so very small that there was no
inducement to men to devote themselves to such a profession.
In some cases I find Grammar Schools with as low an income
as £4; in the majority the Head Master’s income was from
£8 to £10, and in some few it even reached twenty. We

can judge of the splendour of the reward if we multiply these endowments by 6, so as to reduce them to the present value of money. £60 or £80 per annum would now induce very few to train themselves for so important an office. It was in vain tried to re-use government or wealthy members of the community to increase these sums. "The magistrate," says Becon, "should provide *liberally* for the teachers that they may have whereof honestly to live." "For the love of God," says Latimer, "appoint teachers and schoolmasters, and give the teachers stipends worthy of their pains." "Again," says Becon, "now utterly to put away and banish from the bounds "of the Christian commonweal such and so great an evil as "ignorance and barbarism, the next and only remedy is that "godly learned schoolmasters be placed with *liberal* stipends "to whom the Christian youth may be committed." But it is very rare even at the present day to find a school which can from *its endowment alone* properly support its Master, so as to induce the best men to devote themselves to the task.

Let us now observe what was the idea entertained of the qualifications of a Master in those times. These qualifications were very great, so that even the greatest advocates of good education in modern times have scarcely surpassed them. Dr. Channing of America has in late times put forward the strongest plea in their behalf, but it is foreign to my present subject to quote his remarks. However, the opinion of Becon, whom I have already several times quoted, comes more up to him than that of any one else. I should like to read you the whole of his remarks, but you must be content with a summary of them. He says, in one place, that the "Schoolmasters should be men of gravity, "wisdom, and learning, the teachers of good and godly doctrine, and example-givers of honest and virtuous conver-

"sation." Again, "Through the schoolmaster youth is brought up in the knowledge of God and of His holy word, and also in the science of good letters and virtuous manners, so that they become the faithful servants of God and profitable members of the commonwealth and good citizens." Again, "Forasmuch as the most noble treasures and most precious jewels of the Christian commonweal are committed to a schoolmaster to be kept and preserved in safety, yea to be kept and preserved in such sort that he may render them home again much more noble, precious, and glorious than he received them, he must teach them religion, &c. And "It is the duty of a good schoolmaster to shew them the true understanding of all things, lest they pronounce after the manner of a parrot without any understanding, and profit nothing by their studies." He also recommends that, first, they teach the scriptures, that they set forth the histories contained in them of virtue and vice, so as to inculcate the one and stop the other. Next, he would have them teach "good letters" as the poets, orators, historians, and philosophers of the ancients, so far as their writings may be handmaids to God's word. Then, "good manners, and bringing up in humanity and civility of life, and how to behave themselves," quoting the sayings, "a child were better unborn than untaught," and "manners make a man." That the schoolmaster might produce a good effect by example, he would have him, as he says, "Virtuous and well-mannered." We see then what sort of training was advocated in the 16th century. It was not mere information or a knowledge of things that was required; but it was such an education as would put a child in the way of becoming a good man and a useful member of society. There is nothing advocated by Becon which might not easily receive

confirmation from the language used by the founders of Grammar Schools in their statutes, When Latimer advocates the payment of liberal stipends to schoolmasters, he says, "That they may bring up children in grammar, in logic, in rhetoric, in philosophy, in the civil law, and in the word of God." This is a summary of the education of the times. It shows most clearly that the University system was the standard to which schools were to conform themselves, and it would have been well for the country, if the Masters of schools had always attended to this, so that the Universities might have been forced to raise themselves to the height to which it was always intended they should do. I said before, that the early Grammar Schools were founded with this object in view, and I now add that the Act of Edward VI., by virtue of which so many Grammar Schools were founded, mentions in express terms the supply of scholars to the University as a principal object to be attained. In 1550, a preacher before the king reminds him of this in his sermon. "Your Majesty, says he, "has given and received by act of parliament, colleges, chantries, and guilds for many good considerations, "and especially, as appears in the same act, for the erecting "of Grammar Schools to the education of youth in virtue and "godliness, *to the further augmenting the Universities*, and to "the provision of the poor and needy. But now many "Grammar Schools and much charitable provision for the poor "be taken, sold, and made away, to the great slander of you "and your laws, to the utter discomfort of the poor, to the "grievous offence of the people, to the most miserable drowning of youth in ignorance and the sore decay of the "Universities."

I think that it will be new to most of you that such strong expressions in behalf of education were so boldly given

utterance to in that period. Never since has there been such plain-spoken language on the subject; and, when we find from history such little effect following it, we must feel how useless it is to advocate the best systems, unless, as I said before, a public opinion be established among those who are intended to derive advantage from them. People will not naturally seek for education. It is one of the things, of which the benefit can only be appreciated by experience: only those who know its blessings can be proper judges of them. No one yet who has been educated, wished the deed undone; and it is his duty, as he will certainly find it a pleasure, to try to make others like himself. There were many in Edward's reign who did so, who wished the growing generation to obtain with ease and at little cost what they themselves had got with great difficulty and great expense; and they deserve to be honoured as benefactors of their country, though they did not do deeds which required strength of arm or physical courage. History has hitherto neglected such, but it is to be hoped that in future days they will stand high among the honoured of the land, and be thought worthy of imitation, in spirit and feeling, if not in act. Notwithstanding the rapacity of the courtiers, which was undiminished, Edward's reign, short as it was, was prolific in good deeds of the kind, of which I am speaking; and some of the best schools in the country have kept up the recollection of his name in their titles; not that all had their origin in his will or in that of his council, for many were called into being by the spontaneous offerings of the wealthy, who applied to him for a charter to confirm their endowments.

In speaking of this reign, I must also allude to opinions put forward in respect of female education. The statutes of almost all the Grammar Schools say that they were founded

for the benefit of "the male youth," as if they intended to exclude girls; and in those of Harrow, it is expressly stated that "no girls shall be received in the school." The statutes are of the date of Elizabeth's reign, yet they seem to shew, combined with the statements of former foundations, that there was an opinion growing up in favour of the education of the female sex. The daughters of Henry VIII. had, as I have mentioned before, been educated in all the learning of the times, and the daughters of the Duke of Somerset, whom Ascham highly praises. He also speaks of Lady Jane Gray, and the wife of William Cecil, as examples worthy of imitation: and says, "Imnumerable women of rank excel Sir T. More's daughters in every kind of literature." When women in such a commanding position were educated, the practice would be sure to spread, and, though females of a lower class in society would not be able to gain such advantages, they would be led to do their best. Fashion in this respect may have done as much good, as it has in other respects frequently done harm. But Becon tells us that this was "The object original of monasteries of solitary women," i.e. nunneries; and strongly advocates that some public provision should be made for this purpose, as the nunneries had been destroyed. "It is expedient," says he, "that by public authority schools for women-children "be erected and set up in every Christian commonweal." with honest and liberal stipends for the schoolmistresses. And he goes on to say: "Verily in my judgment they do no less deserve well of the "Christian commonweal that found and stablish schools with "honest stipends for the education and bringing up of women- "children in godliness and virtue than they which erect and "set up schools for the institution of the men-children in "good letters and godly manners." Of all the remarks which

I quote from this writer, I may observe, that they occur *incidentally* in his religious works ; for instance, where he is speaking of the duties which a Christian owes to his neighbour. He has not to my knowledge written any work specially with this object in view ; and they are consequently the more valuable : they shew that his heart was full of the subject, Ascham, whom I have often quoted, wrote a work on the subject ; entitled "The Schoolmaster."

I was very much pleased to light upon the remarks which I have quoted from Becon, as shewing a great advance in the spirit of the times. It is for the benefit of society that women should be well educated ; they have minds as well as we. They may perhaps be thought to depart out of their natural sphere, if they become learned ; but, as some writer whose name I do not now call to mind, says, they will not be worse for being learned, if they will only hide their learning by their petticoats. Ostentatious learning in man or woman is always offensive, and no one is the worse for being modest in this respect. But, unfortunately, in these times we look more for *accomplishments*, which should be but of secondary importance. I have not met with any other remarks in the 16th century on this subject but what I have already quoted.

Perhaps it will relieve the monotony of the lecture, if I now give some details respecting the internal regulations of the schools of the 16th century. I will first call your attention to the school-hours : and the regulations in this respect of East Retford School in Nottinghamshire will afford us a good specimen. In the summer months there was school from six to eight a.m. ; after the break of an hour, the boys met again at nine, and went to dinner at half-past eleven, which we should think rather early : they met again at one and were sent at half-past three "to drinking" as the statutes,

say ; for this purpose half an hour was allowed, and the school was concluded at six o'clock. In the winter months seven was the hour appointed for opening the school and five for closing it. There were very few schools which opened at a later hour than seven in the summer months. When I went to a Grammar School at eight years of age, I was forced to be there at seven, and, I think, not to my disadvantage ; and if business requires it, parents do not even at the present time think it prudent to disregard its calls. Late hours might also be considered inconvenient, but in those days parents had to promise, when they entered their boys at any school, that they would give him candles for the winter months : and at St. Paul's School (London) the regulations expressly said that "no tallow candles should be burnt, but wax ones, at the cost of the friends" of the boys. The parents were also required to promise that they would supply their children with suitable books, though the Master was required in many cases to *read* to the boys the proper books. In fact, lesson (from the French '*legon*' '*lectio*') means properly reading, or, as we should now call it '*dictation*;' and the boys were recommended to have a paper-book to take notes of what was read to them. This would seem to us an imperfect method of education ; but, when I was at school, I derived more advantage from the *viva voce* instructions of my Master than in any other way ; for what he said, was thus more firmly impressed on my memory. In fact, books are in some measure a great impediment in the way of education, for they make the Master idle ; and the boys, believing that they can get information when they please, become dilatory. The Masters were required also on special times to instruct their pupils in religion according to the religious instruction books of the day ; and to accompany them to church on the great festivals.

But the most surprising thing to us is the early hours of this period. I remember reading an account of some one at Cambridge, who said that he had to be up by five o'clock in the morning; and to keep himself warm (for fuel then was expensive) he would take a run in the cloister of his College, and at a certain hour get his penny-loaf and a drink of beer at the butteries (or kitchens) of the College, and so to learning again. Either at Winchester or Westminster School (I forget which) the scholars in the present century were entitled, if they pleased, to make this demand at the kitchens, though, the fare being too simple for modern stomachs, or perhaps unfashionable, few availed themselves of it. Again, too, in former days the holidays were very limited, and they were called for some reason or other, "remedies;" whether it was because learning had given the boys what is commonly called "*a school fever*" or not, I do not know. Where, however, there is abundance of work at a school, holidays are necessary; for there is a point beyond which neither boys' nor men's abilities ought to be strained. In most schools it was also provided, that, if the boys did not profit by the teaching, the Master should have the power of excluding them. For instance, the statutes of Durham School say that "if any one is found dull and without a taste for literature, the Dean should remove him, lest, like a drone, he devour the honey of the bees." We learn from this that the object of such schools was to train the boys for learning, as a profession. And this is confirmed by many remarks in the authors of the times; and we find in some injunctions issued at the beginning of Edward's reign that "children should be brought up either *to learning* or to some honest exercise, occupation, or husbandry." And now for a few remarks about the discipline. Even to Milton's time great severity was exercised in schools, and I think he bitterly complains of

this in one of his prose works : but our forefathers acted to the letter on the precept : "He who spares the rod, hateth his son." The seal of Louth School (founded in 1552) has on it the representation of a Master with rod in hand, birching a boy in school before the others. Oakham, Rivington, and Blackburn seals have on them a cane or a birch as their characteristic device. Becon, from whom I have so often quoted, says that "wisdom and discretion ought to be used in chastisement ; that some scholars ought to be entreated, others sharply reprov'd, and others chastened with blows ; in which, however, a measure was to be observed." "Let the schoolmaster use a moderation in punishing and not beat them like stockfishes, as a great number of schoolmasters do ; which, like frantic men, when anything offends them, be it never so little, so furiously behave themselves toward their scholars, that a man beholding them may right well think that they are vexed with some infernal fury." In 1519 we find it stated in Dronfield statutes (near Chesterfield) that the Masters "were not to strike any scholar on the head or cheek with the fist or the palm of the hand, or with any other thing, nor to curse or revile their scholars." At the beginning of the 17th century (1623) we find it mentioned in the new regulations of Farnworth School (near Prescott) that "other Masters had so misused the children that they had been in danger of losing their senses, lives, and limbs." We cannot wonder at the reluctance of many parents to avail themselves of these schools, where such severity was used ; and it shews that the old schoolmasters were but little acquainted with the nature of those with whom they had to deal, and understood very little of the power of kindness.

I will now turn again to the historical treatment of my subject. Though Edward's short reign produced much good,

the religious questions which again agitated Mary's reign destroyed it all ; not owing to the hatred of education, but from the unsettled condition of the people's minds, which were all turned towards religious strife. I say, not owing to the hatred of education, for some schools were founded during her reign, as for instance that of Clitheroe in Lancashire. But on the whole, attention was turned away from this subject, so that we find that, though in 1555 there were petitions of the Clergy in convocation to the Upper House for "schools and hospitals promised in the statute of the suppression of colleges," nothing came of the motion. We may judge of the effect produced, by the statement that "early in Elizabeth's reign the speaker of the House of Commons complained to her that many of the schools were seized, the education of youth was disappointed, and the succours for knowledge cut off. 'For I dare aver,' said he, 'the schools in England are fewer than formerly by an hundred, and those which remain are many of them but slenderly stocked. Covetousness has laid her hands upon the impropriations, and thus the encouragements of learning are stopt in their course, and turned into a new channel: thus the tree of knowledge grows downward, to the dishonour of God and the commonwealth.'" Jewell in writing from Oxford in 1559 says: "Two famous virtues, ignorance and obstinacy have wonderfully increased at Oxford: learning and talent is altogether abandoned." Again, "There is everywhere a profound silence respecting schools and the encouragement of learning." In these times no care whatever is taken for the encouragement of literature and the due succession of learned men." Next year, he writes: "Our universities are sadly deserted." "Everything at Oxford is falling into

"ruin : the colleges are now full of boys and most empty
"of learning " But as soon as the contention about religion
began to subside, and men could calmly look about them,
an alteration for the better took place ; so that in 1568 it
was said by Bishop Cox, "There is an abundant crop of
pious young men in our Universities." A great number of
schools were founded throughout the country, and especially
by private benefactions ; experience was gained from the
past, and most salutary regulations were introduced into the
statutes. Sir Nicolas Bacon, the father of Lord Bacon, drew
up, in an official capacity, many of them. But it seems
that the letter, and not the spirit of the regulations was
attended to, so that such an advantage as might have been
expected did not follow. However, we cannot but be sur-
prised at the statement of Lord Bacon in an official report
to James I. He says : "Concerning the advancement of
"learning I do subscribe to the opinion of one of the wisest
"and greatest men in your kingdom [who ?] ; that for Gram-
"mar Schools there are already too many, and therefore no
"providence to add where there is excess ; for the great num-
"ber of schools which are in your Highness' realm doth cause
"a want." We see from this passage that such schools
were still regarded as preparatory to a learned education, but
we must feel that there must have been some thing to bias
the mind of such a professed advocate of learning as Bacon was ;
a very little consideration one would imagine would have sug-
gested to him the proper method of turning these schools to
advantage. But, even then, education as such was but little
understood. It was regarded as a stepping-stone to official em-
ployment in Church or State. His opinion, however, was not
acted on. Many schools were founded afterwards, and
flourished. But whatever were the wrong opinions then enter-

tained, we may be thankful that a feeling had sprung up in favour of education ; and though later times may take credit to themselves for making or desiring to make it more extensive, we should not even now despise what our ancestors have done. Their basis is not too narrow to build a fair superstructure on ; and their foundations were too firmly laid to be easily rooted up. I think that I have said enough on this subject. I should like to have laid before you a statement respecting the nature of the education given in the Monastic Schools, but I have not had time to consult early writings so as to ascertain this correctly. It must however have had some value, for the dissolution of religious houses produced a sensible effect in this respect, and gave rise to great and loud complaints on the part of those who were eager for the spread of education at a later time. Nor can I give you any accurate information about schools where reading and writing were taught, and yet they must have been numerous, for there was scarcely a Grammar School in the kingdom, the statutes of which did not expressly state that children were not to be admitted until they could read and write competently and sometimes both Latin and English, the characters being different. In one school (at Alford in Lincolnshire) it is expressly stated in the statutes drawn up at the end of the 16th century, that "it is not any part of the Schoolmaster's duty to teach any of his scholars to write," as if a question had been then raised about the duty of Grammar School Masters in this respect. There must, however, have been, in the principal towns at least, some means of teaching writing, reading, and accounts for the benefit of tradesmen and merchants, as the clumsy contrivances of the score and tally became disused. Besides the means of education already mentioned, we find occasionally some learned clerk employed in the houses of the nobility

and gentry about this time. As most of them kept chaplains, they perhaps acted also as private tutors to the young people; but we find other members of the Universities occasionally travelling about for this purpose and staying a few months or so at a place.

I have now gone through the subject proposed. I have endeavoured to shew, though not so clearly as I could wish, the means which had been provided prior to the 16th century for the education of our forefathers, and the nature of the education given. Nearly all that was done was as a preparation for the Clerical office and for passing creditably through the University course; and this was but little, whether we look at the means or the end. The generality of the people were uneducated in every sense of the term; and in fact the country was only just entering into a state in which the want was felt. The new learning, as Classical Literature was called, was just beginning to produce its fruits, in stimulating men's minds and enlarging their views. They saw that there was something worth knowing, and that there was a pleasure to be derived from study: It was perhaps fortunate that this literature exercised its influence in the direction in which it did. It was essentially a study of men, their sayings and doings. This ancient literature held up a mirror in which men might see themselves, and what was to be done and what left undone. They saw the virtues and vices of the most exalted nations of the world laid before them, and they strove to emulate them in all that was excellent. Former studies had related to words which had had nothing to do with life; the new ones related to all the manifold relations of life, and soon bore fruit in the social and political questions which agitated the country. It was not till afterwards that men studied *things*, and the properties of inanimate nature, as the

times became quieter and allowed calm charms however of the old literature of Greece true votaries of learning to make others surpassing excellence. Hence they laboured hard of education, and persuaded by tongue and money or influence to devote it to the promotion had at heart. And by their benevolent acts by birth became raised above it, and shed around, that others began to feel that there learning. Hence, too, was laid a foundation (should be proud), on which by learning alone a superstructure for themselves that would birth and rank. For, I think, we may schools of which I have been speaking, that which men have of elevating themselves above how many of our great men in past days do say "he received his education at such and such a School!" It is not perhaps so common now owing in some measure to the narrow-mindedness who were connected with Grammar Schools themselves to the letter of their statutes, and speculation to step in and wrest the honor from their grasp.

POSTSCRIPT.

I have preferred leaving the Lectures exactly as they were delivered to writing a pamphlet specially applicable to "The Endowed Schools Bill" of the present Government. However, that we may understand the feeling which prevailed on the subject of Grammar Schools in the sixteenth century, it will be worth our while to notice the language contained in the statutes of some of these schools, in addition to what is stated in Lecture II.

WILTON, Cheshire (1558).—"Mine intent is by founding
"this School specially to increase knowledge and worshipping
"of God and our Lord Jesus Christ, and good Christian Life
"and Manners in the Children, and for that intent I will that
"the Children learn the Catechism, and then the Accidence
"and Grammar set out by King Henry the Eighth, and then
"*Institutum Christiani Hominis* that learned Erasmus made."

DRONFIELD, Derbyshire (1583).—"I ordain that the
Schoolmaster every Saturday afternoon do call the Scholars
before him, and that till three of the clock he catechise them
in the principles of our Christian Religion, according to the
order of the book of Common Prayer, that they may by this
means be seasoned and prepared to receive public instruction
by way of catechising from the Vicar in the Church." "I
ordain that the Scholars do every morning upon their knees
before they begin their Lectures, offer up their sacrifice of
prayer and thanksgiving to God, in such prayers and psalms
as shall be appointed by me, that is to say, that the Master
in the morning do repeat orderly the Lord's Prayer, and after
that *te deum laudamus*, the Scholars answering him; and in

the afternoon before they do depart, that the Master do repeat orderly the 113th psalm, the Scholars answering him." The Masters are to "bring up their Scholars in the fear of God—that men seeing the ends of virtue in their youth, may be stirred up to bless and praise God for their pious education.",

GLoucester (1545).—"That Piety and good Learning may alway spring, grow, flourish, and in due time prove faithful in our Church, to the Glory of God, and the good and honour of the Commonwealth, we will and ordain, &c."

St. ALBAN'S (1570).—"The said Schoolmaster and Children shall every working day upon their knees in the School, in the Morning at their first coming, say The Suffrages, The Lord's Prayer, &c., and every evening. before they depart the School, The Ten Commandments, The Lord's Prayer, and The Creed."

SANDWICH (1580).—The Schoolmaster is to be "first allowed by the Ordinary, and by examination found meet both for his learning and discretion of teaching, as also for his honest conversation and right understanding of God's true religion now set forth by public authority; whereunto he shall stir and move his scholars, and also shall prescribe unto them such sentences of Holy Scriptures as shall be most expedient to induce them to godliness." Provision is also made for prayer in the School at opening and closing.

SEVEN OAKS (1574).—"The Scholars shall daily say such Prayers as shall be appointed by the Lord Archbishop of Canterbury's Grace."

HAWKSHEAD, Lancashire (1585).—"The Schoolmaster shall once every week at the least instruct and examine his Scholars in the principles of true Religion, to the end that they may the better know and fear God."

